University of Windsor
Senate

5.3.1:   **Report of the Review Committee on Employment Equity (RCEE) 2022-2023**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

Report of the Review Committee on Employment Equity (RCEE) September 2023

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 2022-2023

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 these three categories (Data, Enhancing Equity, Enhancing the Equity Infrastructure).

Agenda items addressed in committee meetings included:

1) Review 2022 EE Data on Faculty Members
2) Retirement & Termination Data
3) Progression Charts for Designated Groups
4) New Faculty Hires
5) Review Graphs Based on Gender & Rank Data from CAUT
6) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
7) Outstanding Recommendations from Past RCEE Reports
8) Equity Assessor Service Recognition

The RCEE noted that the Office of the Provost did extensive revisions to the academic job advertisement templates. Employment equity considerations, including equity vision/initiatives, are now prominently incorporated throughout the advertisements. This is an important movement towards demonstrating the University's commitment to advancing equity.

The RCEE identified nine (9) new recommendations in order to contribute to the momentum towards enhanced employment equity.

The 2022 report had a section with a table of the recommendations from 2015-2021, along with the corresponding updates. There was a question at the Senate presentation of the Report on Feb 10, 2023, regarding why 2015 recommendation 3a was listed as no longer applicable since it was part of the 50 New Faculty Hires initiative. The recommendation at Senate was made to bring back that RCEE recommendation in the next report, as it was still relevant for other new faculty positions; there were no objections.

> **RCEE recommends** that units that are requesting budgetary consideration for new positions include their equity goals. Additional weight during that process should then be given to units that include a strategy for improving an AAU's equity profile.

There continued to be discussions on ways to recognize Equity Assessor service, including a discussion at a Provost's Council meeting. One possibility would have two different options: one for active University employees and another for retirees.

> **RCEE recommends** that the University create a special PD fund for Equity Assessors who are active employees to access in order to enhance their equity-related skills. This would be an investment in people to feel more confident and supported in the role.

> **RCEE recommends** that retiree Equity Assessors have their EA hours accumulate within a formula that would reach a point in which a certain amount of money is contributed to student support in their name.

RCEE recognizes that there are requirements for periodic training for EAs, Deans, Heads, Chairs, and other members of Search/Appointments (and PTR/RPP) committees. The University needs to invest in providing additional training opportunities to enhance skills, understanding, and leadership in the various areas of equity.

> **RCEE recommends** that the University offer topic/practice-specific equity workshops outside the regular required training cycle for EAs and other search/appointments committee members. This can include bringing in external facilitators for extra programming from the sector to provide diversity in expertise and perspectives.

RCEE believes that there is much value in engaging in activities that establish, reinforce, and revisit our shared values regarding employment equity.

> **RCEE recommends** that the University engage in a series of ongoing meetings with Deans and others in leadership positions on shared employment equity purpose/vision.

> **RCEE recommends** that the University engage in a series of meetings with Deans and others in leadership positions on retention of equity groups.

RCEE noted that over the past several years, the internal representation of women has stalled in the overall percentages. The result is a continued under-representation in many AAUs.

> **RCEE recommends** that the University undertake an exploration of the under-representation of women in various AAUs and explore possible approaches to address this.

RCEE considered the many benefits of the University's New Faculty Orientation and recognizes the work that is being done. Programming is offered throughout the first year, with subsequent invitations to participate in the second and third years. Such initiatives can complement the value of cluster hires, sharing practices and ideas that are being used to create a positive shift in the environment for equity groups. This includes facilitating collaboration, mentoring, inter-disciplinary discussions, and helping new scholars thrive and succeed.

> **RCEE recommends** that the University continue to offer, and increase supports to enhance new faculty orientation programming. In addition, the University should identify where there are gaps in offerings to enable increased resources and supports. Existing internal initiatives that can be tied into the new faculty orientation should be explored.

> **RCEE recommends** that the University enhance supports for the ongoing development and offerings of an early career faculty community of practice for networking, sharing, and succeeding in the RTP/RPP processes. This should also be explored for various equity groups. The University should explore other internal, existing initiatives that can be tied into the new faculty orientation.

3   PROMISING PRACTICES FEATURE – BLACK SCHOLARS HIRING INITIATIVE

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 initiative that is being featured here is the Black Scholars Hiring Initiative (BSHI).

For the academic year beginning July 2023, the Black Scholars Hiring Initiative (BSHI) had successfully recruited 13 outstanding Black scholars. The initial commitment was to recruit and retain 12 Black scholars; however, with well over 400 applicants from across the globe, and an impressive applicant pool that was described as superb, an additional position was able to be filled.

As stated in the Executive Brief of the recruiting package:

> The recruitment effort focuses on attracting Black scholars from a range of disciplines, including the arts, humanities, social sciences, education, nursing, human kinetics, and science, who will help deepen the University's commitment to Black ways of knowing, inclusion and scholarship. In addition to being appointed to various faculties that are aligned with their scholarship and research interests, the Cohort will play a vital role in the establishment of the University of Windsor's Black Studies Institute and Black Studies Program.

The Black Studies Institute (BSI) was unique in Canada. Having become a signatory to the Scarborough Charter on Anti-Black Racism and Black Inclusion in Higher Education in 2021, the BSI was intended to be part of the University's commitment to the four action areas: Black Flourishing, Inclusion, Mutuality, and Accountability. For more information on the Black Studies Institute, see https://www.uwindsor.ca/blackstudies/303/black-studies-institute.

The Black Scholars Hiring Initiative was thoughtfully created in a manner that was intentionally innovative. It brought together perspectives and contributions from the Office of the VP People, Equity, & Inclusion (VP PE&I), the Office of the Provost, the Anti-Black Racism Task Force, the Senate, WUFA, Deans and Heads, and many more. The process was comprehensive and truly unique, reflecting the creativity from working collegially with a common commitment to see the initiatives succeed. Equally important was the building of consensus of values and goals.

Early on in the process, a Working Group was established, co-Chaired by the Acting Provost and the VP PE&I. It was critical for Black faculty to have leadership and be actively engaged as part of the process from the start. The Working Group laid out the framework for the process and how it would unfold.

Another innovation was a request made to Senate that certain aspects of the normal process and structure be waived. The subsequent approach was groundbreaking. Approval was granted to bring in a second layer in terms of the committee structure. The two-layer structure was the creation of a Core Committee comprised of Black faculty and the AAU's Appointments Committee. There was one Equity Assessor assigned to the process for all of the various committees. Members of the Core Committee and the AAU Appointments Committees worked together to assess applicants/candidates. In the gridding processes, the input of the AAU committee was 70% and the Core committee was 30%. Collegial governance respected subject expertise of the AAUs along with the expertise of the Core Committee.

In the earlier advertising stage, one ad was created for all the positions. There had been numerous discussions and consultations with various units. The intention was to be selective about whether units had the needs, the means, and the right timing to participate. AAUs considered their own efforts to increase the diversity of their unit. Everything was thoughtfully and intentionally done, and best practices were explored and used.

The Working Group maintained a vision that the initiative must encompass processes in place for the tenure-track journey. This was also related to the importance of avoiding having the Black scholars scattered across the University without community and experiencing isolation. The aforementioned new Black Studies Institute is expected to be a key mechanism in place to support career progression and develop an environment of meaningful inclusion and belonging.

An example from this vision is the ongoing development of a cohort community of practice mentoring group for the Black scholars. This collaboration between the BSI and the Office of the Provost involves a pilot project in which the Black scholars have access to the NCFDD (National Center for Faculty Development and Diversity). For information on the NCFDD, visit https://www.ncfdd.org/.

In the end, thirteen offers were accepted. The University welcomed the new Black scholars in the following units: one in Business, three in Education, two in Engineering, one in Leddy Library, two in Sociology, one in the School of Creative Arts, one in the School of the Environment, one in Interdisciplinary and Critical Studies, and one in Nursing.

There remains a sense of optimism that the BSHI is a good model for adaptation for other cohort hiring initiatives. Described as having been both challenging and uplifting, it was a process with a high level of collegiality across disciplines and structures.

As the United Nations' International Decade for People of African Descent (January 2015 – December 2024) nears its end, this is an initiative that can help ensure the University's vision extends well beyond the bounds of any particular decade.

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 2016 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.

OVERVIEW

The following charts and tables 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, 2013, and 2020 as well as updated information from the self-identification information up to and including December 2022.

The external data information for Women, Indigenous/Aboriginal Peoples, and Racialized People/Visible Minorities are from Statistic Canada's 2006 and 2016 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.

(Tenured, Tenure-Track, and Limited-Term Appointments rank of: Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff (new hires from January 01 2023 to September 30 2023)					
Rank	**Total**	**Women**	**Indigenous/Aboriginal Peoples**	**Racialized People/Visible Minorities**	**Persons with Disabilities**
All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff	46	47.83%	2.17%	52.17%	10.87%
Tenured and Tenure-Track Assistant Professors, Associate Professor, Full Professor and Lecturers only	39	43.59%	0.00%	56.41%	7.69%
Limited-Term Appointment Assistant Professors and Lecturer only	4	75.00%	0.00%	50.00%	0.00%
Learning Specialist, AAS only	3	66.67%	33.33%	0.00%	66.67%

New Hires
Employment Equity Data Profile
(Tenured, Tenure-Track, Limited-Term Appointment ranks of: Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff)
(January 01 2023 to September 30 2023)
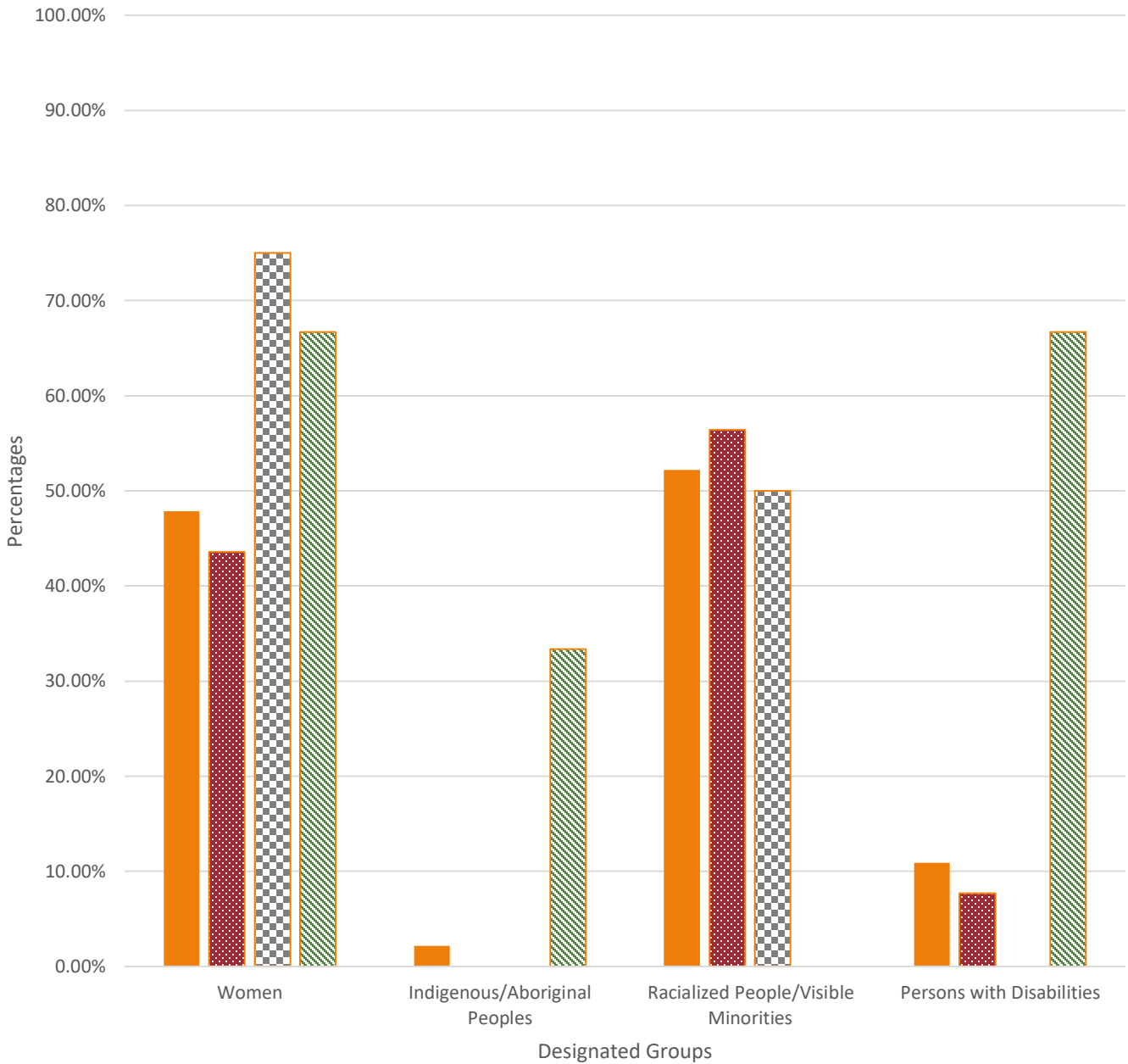
Legend:
- All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Associate Professor, Full Professor, Lecturers, and Ancillary Academic Staff
- Tenured and Tenure-Track Assistant Professors, Associate Professor, Full Professor and Lecturers only
- Limited-Term Appointment Assistant Professors and Lecturer only
- Learning Specialist, AAS only

Rank	Total	Women	Indigenous/Aboriginal Peoples	Racialized People/ Visible Minorities	Persons with Disabilities
All Faculty Ranks, Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians **Terminations (resignations, retirements, terminations, and decease) from January 01 2023 to December 31 2023**					
All: Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians	34	55.88%	2.94%	26.47%	11.76%
Assistant Professors only	13	38.46%	0.00%	46.15%	7.69%
Associate Professors only	8	87.50%	12.50%	12.50%	12.50%
Full Professors only	7	42.86%	0.00%	14.29%	14.29%
Learning Specialist AAS only	2	50.00%	0.00%	50.00%	50.00%
Sessional Lecturers only	2	50.00%	0.00%	0.00%	0.00%
Librarians Only	2	100.00%	0.00%	0.00%	0.00%

Termination by Status	
Deceased	1
Resigned	9
Retired	16
Contractual	8

Terminations
Employment Equity Data Profile
All Faculty Ranks, Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians
Terminations (resignations, retirements, terminations, and decease) from J

Legend:
- ■ All: Assistant Professors, Associate Professors, Full Professors, Learning Specialist AAS, Sessional Lecturers, and Librarians
- ▨ Assistant Professors only
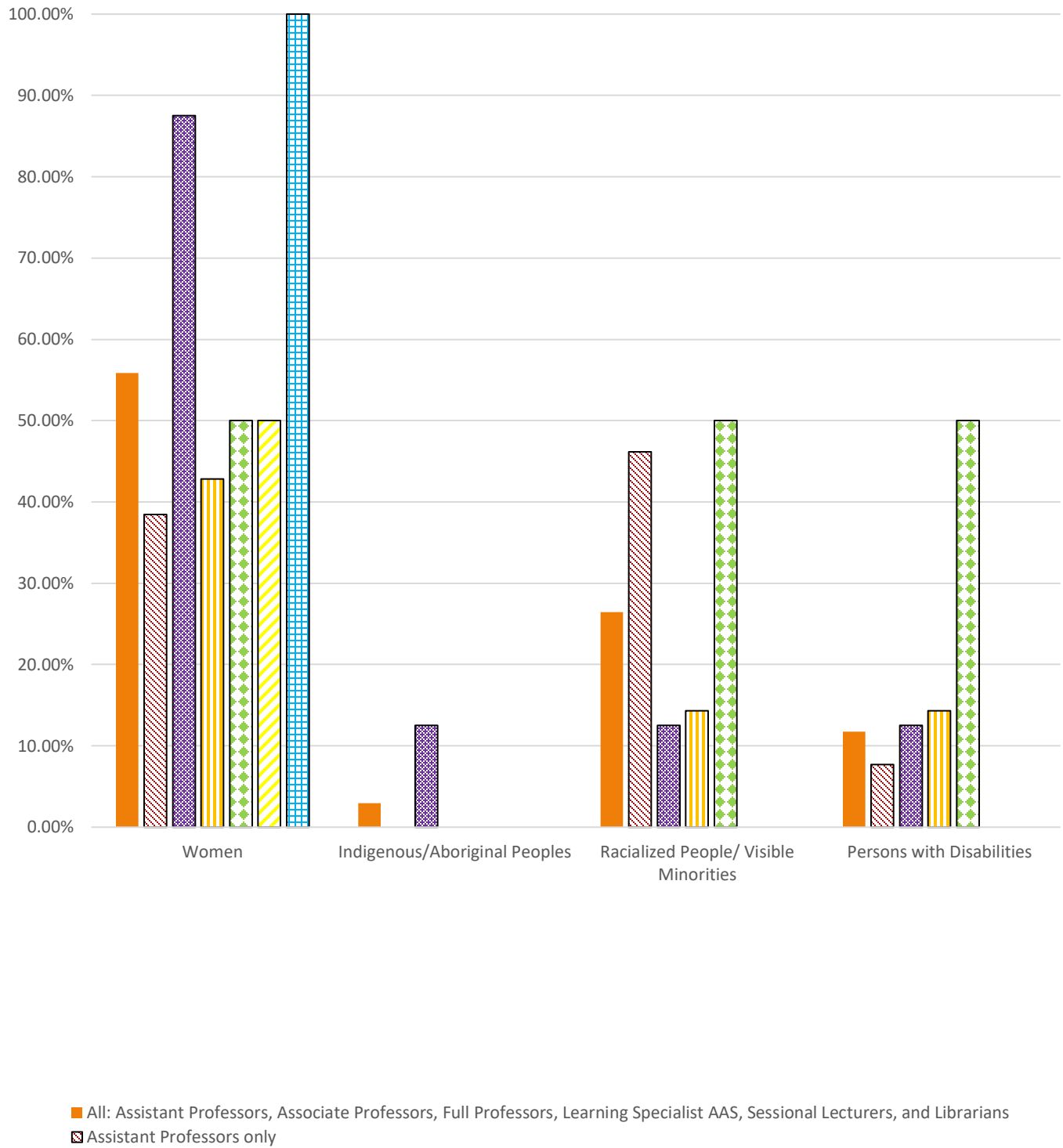
Professors & Librarians (internal representation) - Women
1987, 1999, 2006-2022

	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% 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%	38.4%
% 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%	44.0%	44.0%
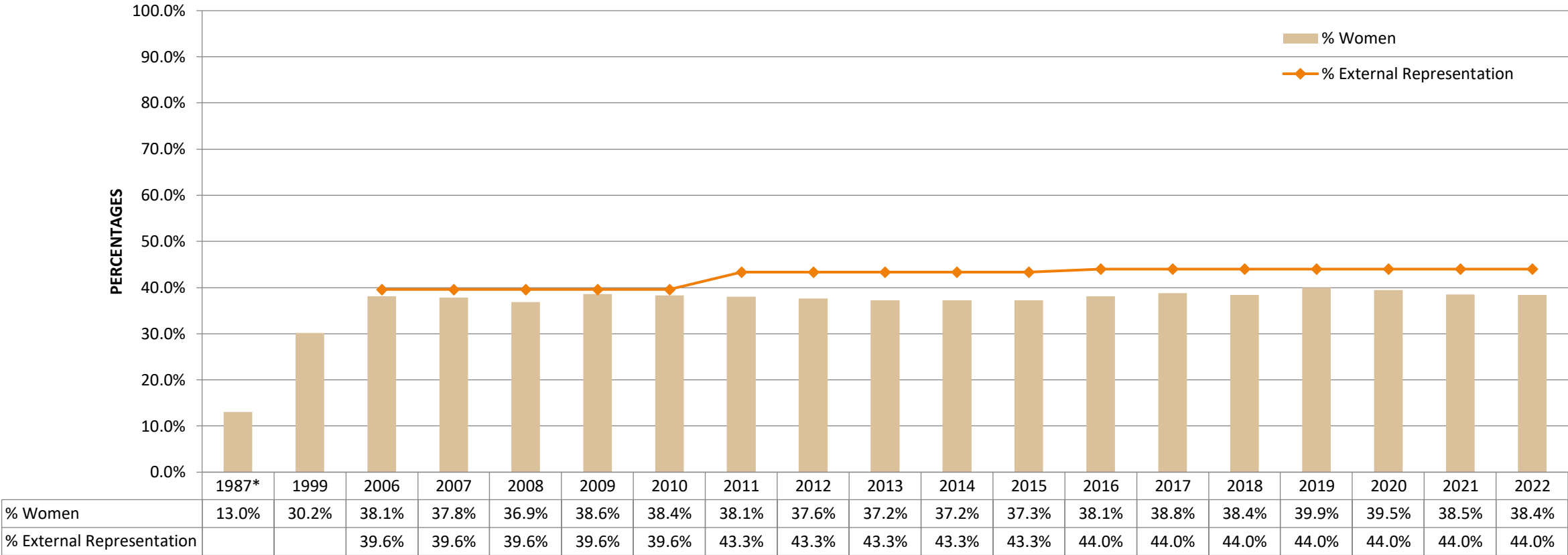
YEAR
(*1987 does not include Librarians)

*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.
2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

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	2022
Total	484	431	514	508	515	503	498	486	481	470	454	483	462	464	484	506	496	488	474
Men	421	301	318	316	325	309	307	301	300	295	285	303	286	284	298	304	300	300	292
Women	63	130	196	192	190	194	191	185	181	175	169	180	176	180	186	202	196	188	182
% 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%	38.4%

* 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	2021	2022
Total	484	409	490	482	490	478	477	465	460	449	433	461	440	444	462	482	472	464	450
Men	421	292	309	307	318	302	302	296	294	289	279	296	282	280	293	299	294	293	285
Women	63	117	181	175	172	176	175	169	166	160	154	165	158	164	169	183	178	171	154
% Women	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%	36.9%	34.2%

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
2006-2022

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% Indigenous/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%	2.3%	2.3%
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%	1.4%	1.4%

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.
2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

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
2006-2022

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% racialized peoples/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%	31.8%	32.5%
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%	21.10%	21.10%

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.
2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

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 2006-2022

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
% 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%	6.5%	8.3%	10.2%	11.8%
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%	8.90%	8.90%

YEARS

*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.
2017-2022 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

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.)
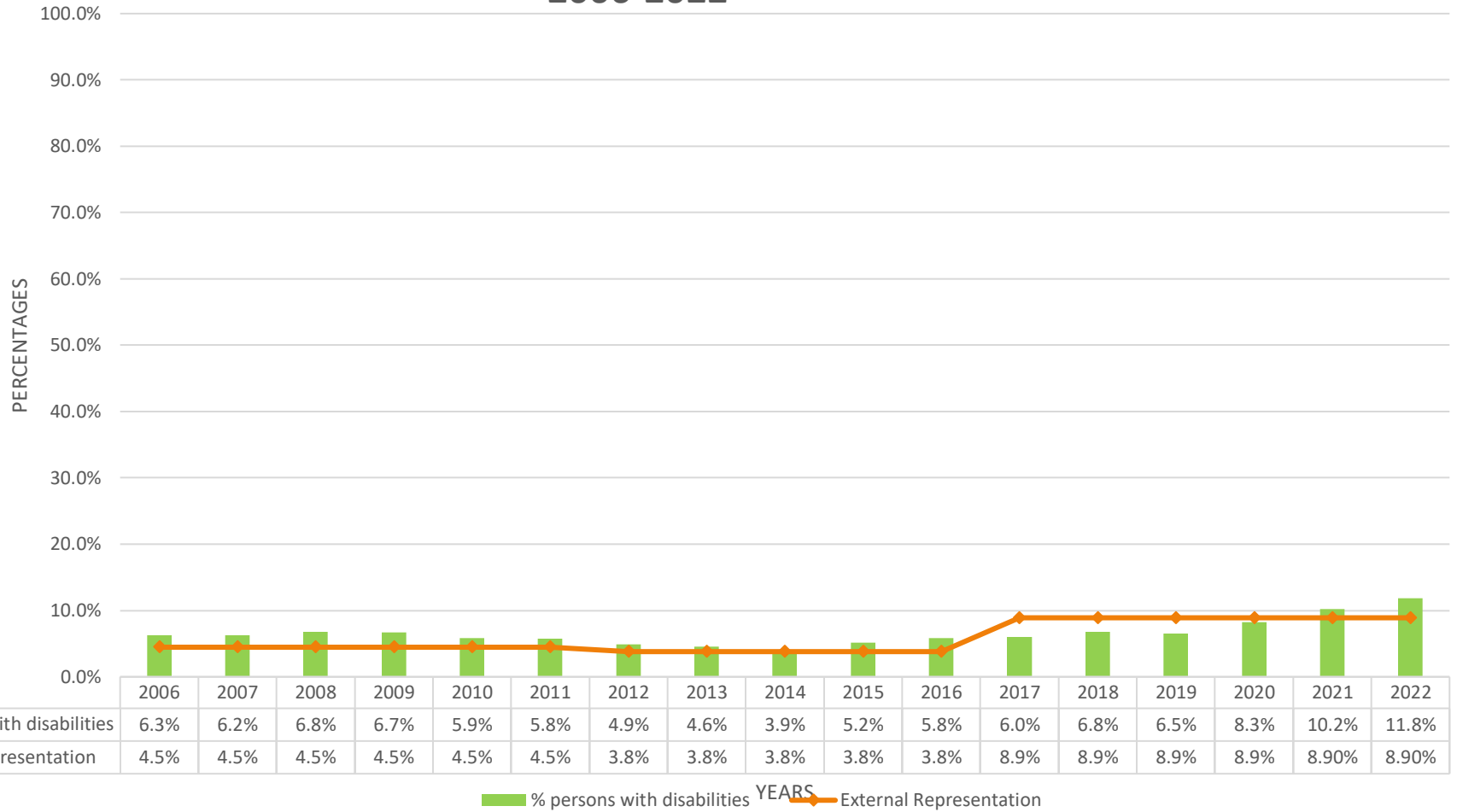
Professors (Tenured or Tenure-Track) by rank - Women (2006-2022)
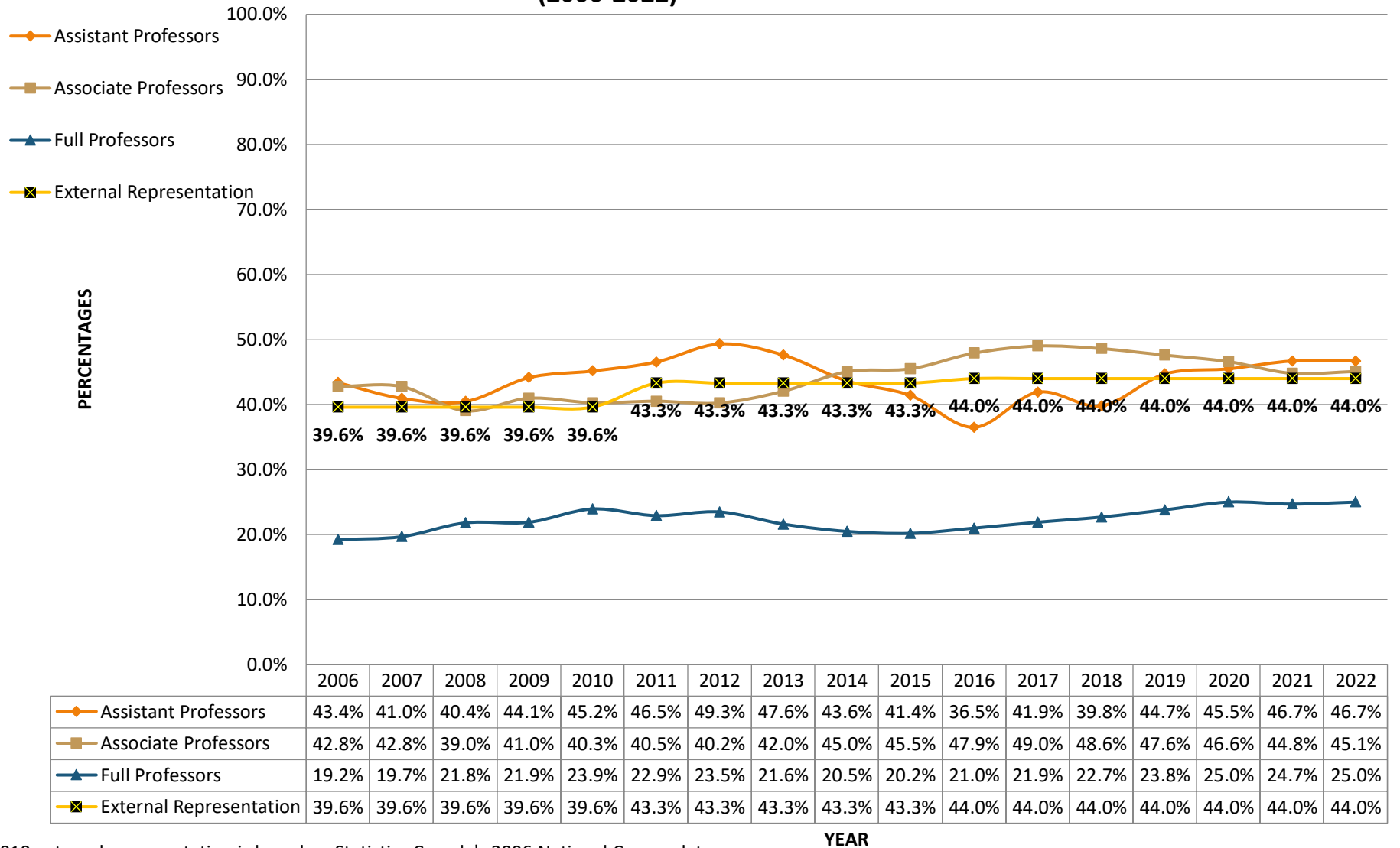
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Assistant Professors	43.4%	41.0%	40.4%	44.1%	45.2%	46.5%	49.3%	47.6%	43.6%	41.4%	36.5%	41.9%	39.8%	44.7%	45.5%	46.7%	46.7%
Associate Professors	42.8%	42.8%	39.0%	41.0%	40.3%	40.5%	40.2%	42.0%	45.0%	45.5%	47.9%	49.0%	48.6%	47.6%	46.6%	44.8%	45.1%
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%	24.7%	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%	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.

2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Indigenous/Aboriginal Peoples (2006-2022)
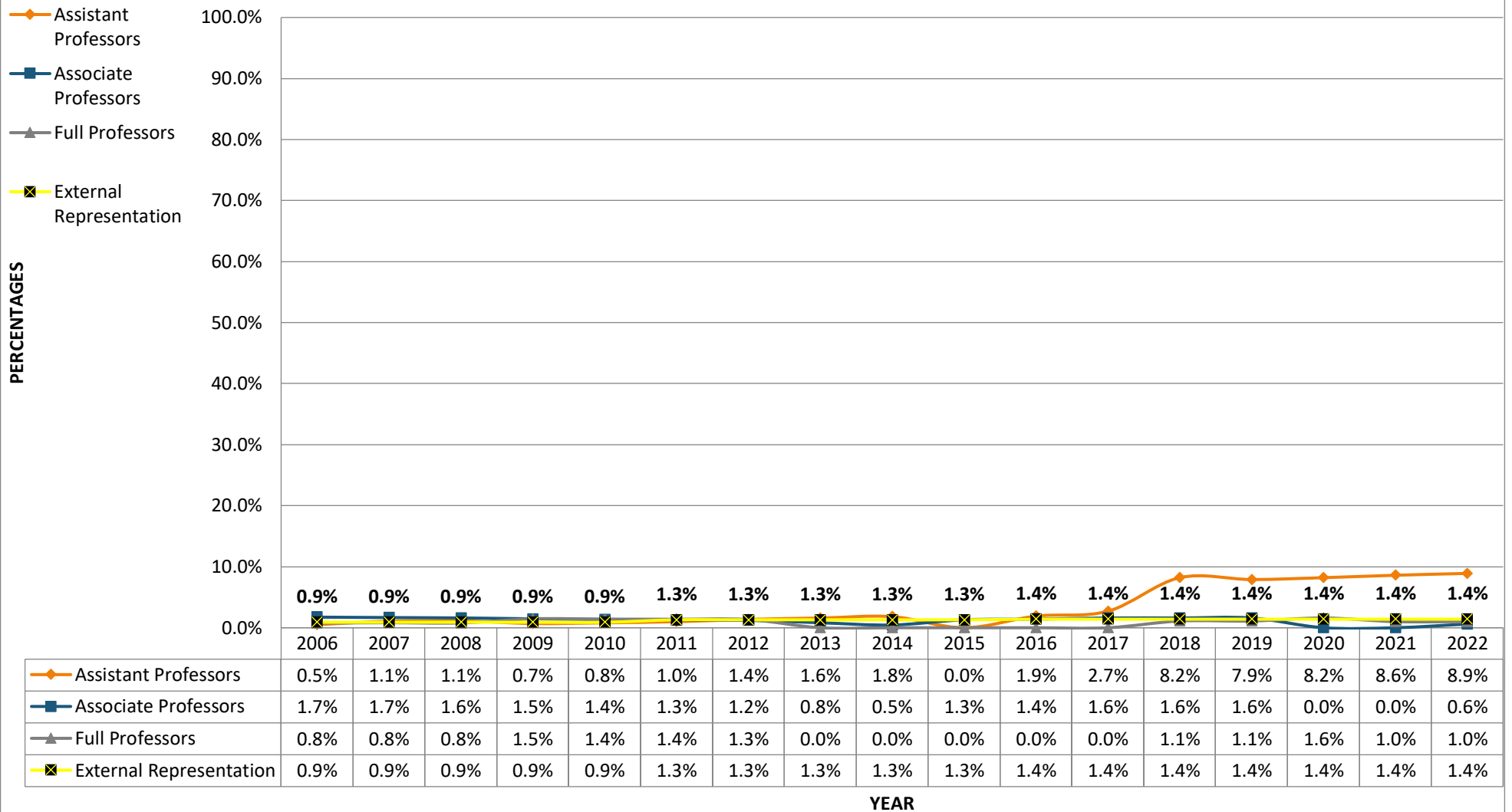
	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Assistant Professors	0.5%	1.1%	1.1%	0.7%	0.8%	1.0%	1.4%	1.6%	1.8%	0.0%	1.9%	2.7%	8.2%	7.9%	8.2%	8.6%	8.9%
Associate Professors	1.7%	1.7%	1.6%	1.5%	1.4%	1.3%	1.2%	0.8%	0.5%	1.3%	1.4%	1.6%	1.6%	1.6%	0.0%	0.0%	0.6%
Full 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%	1.0%	1.0%
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%	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.

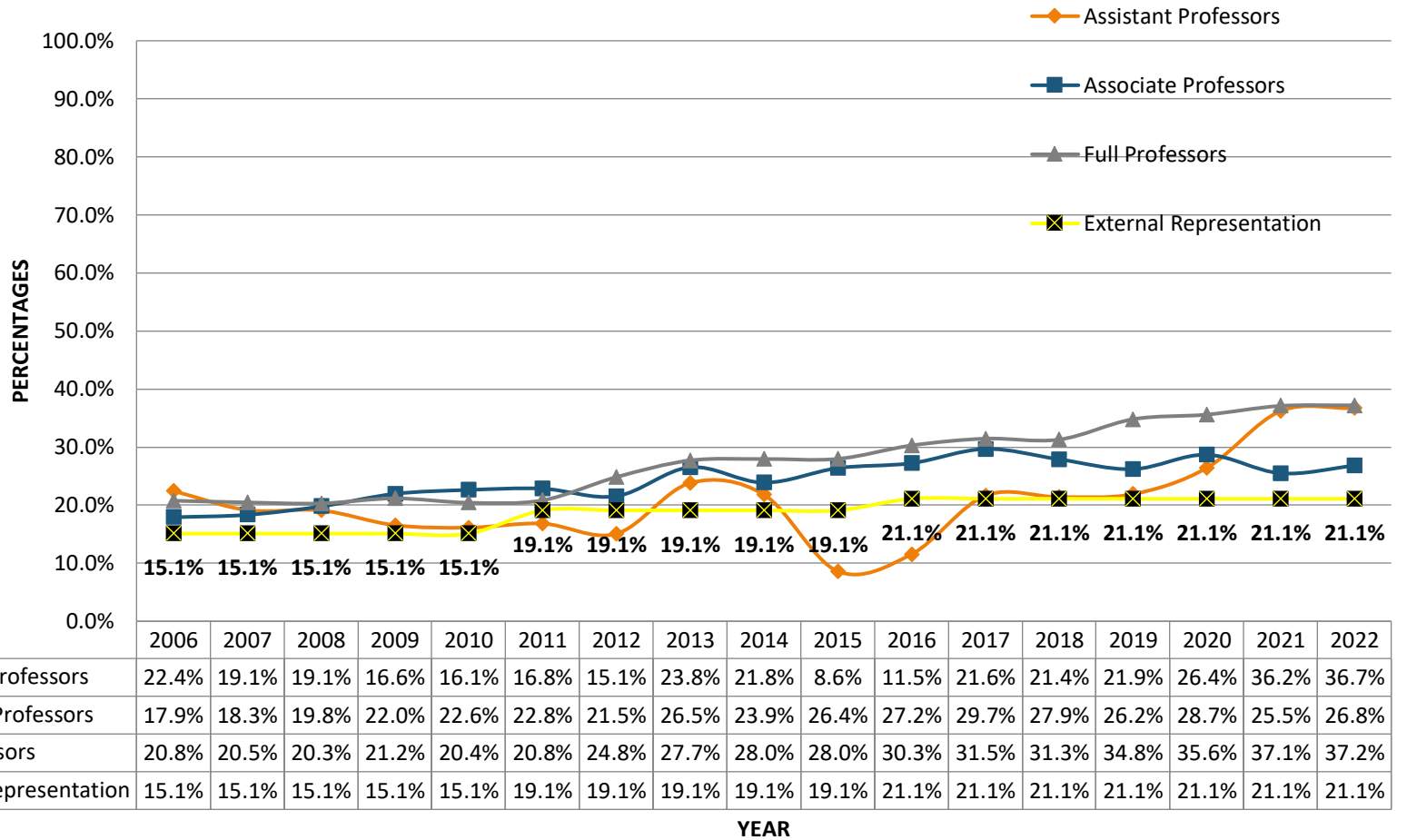2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Racialized People/Visible Minorities (2006-2022)

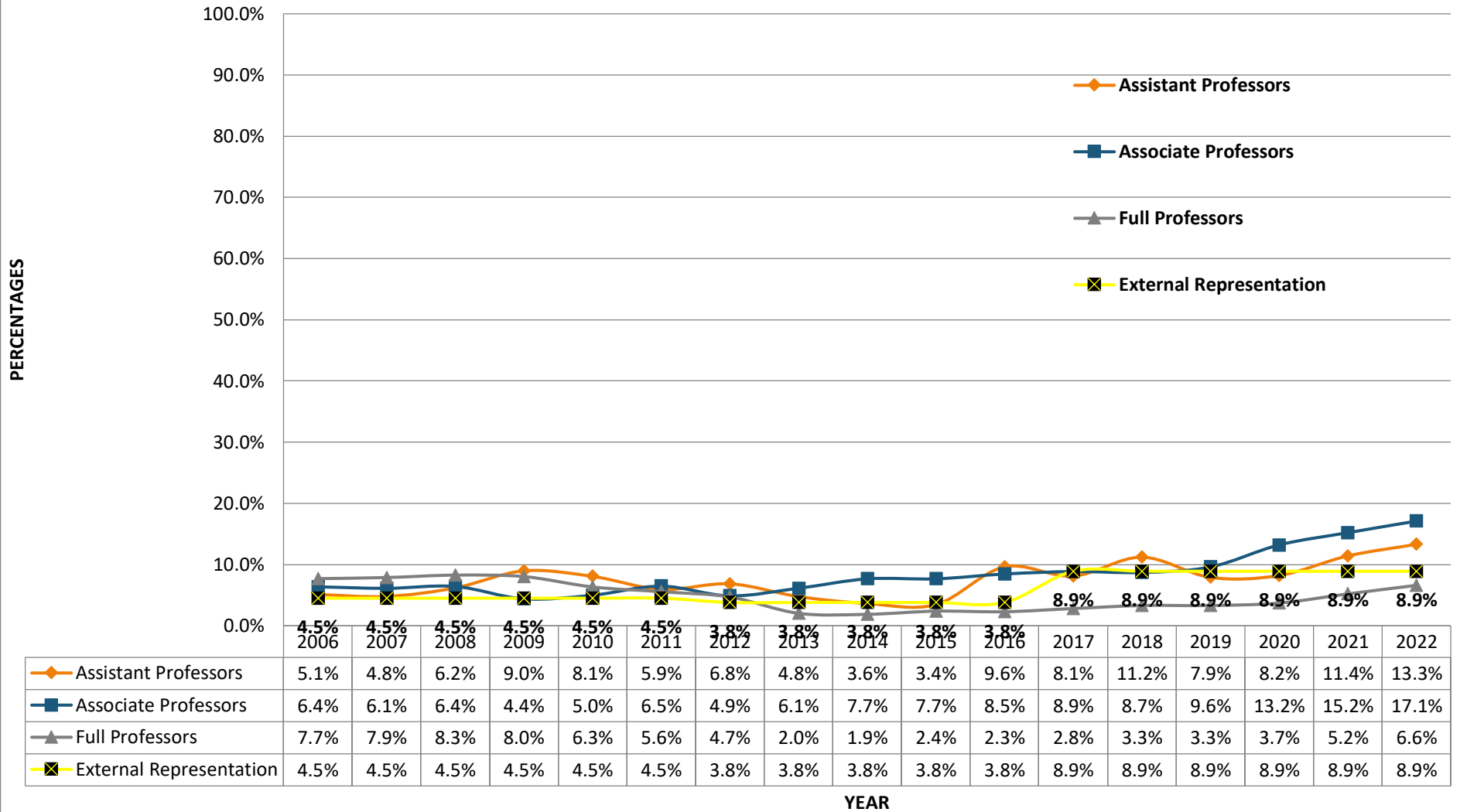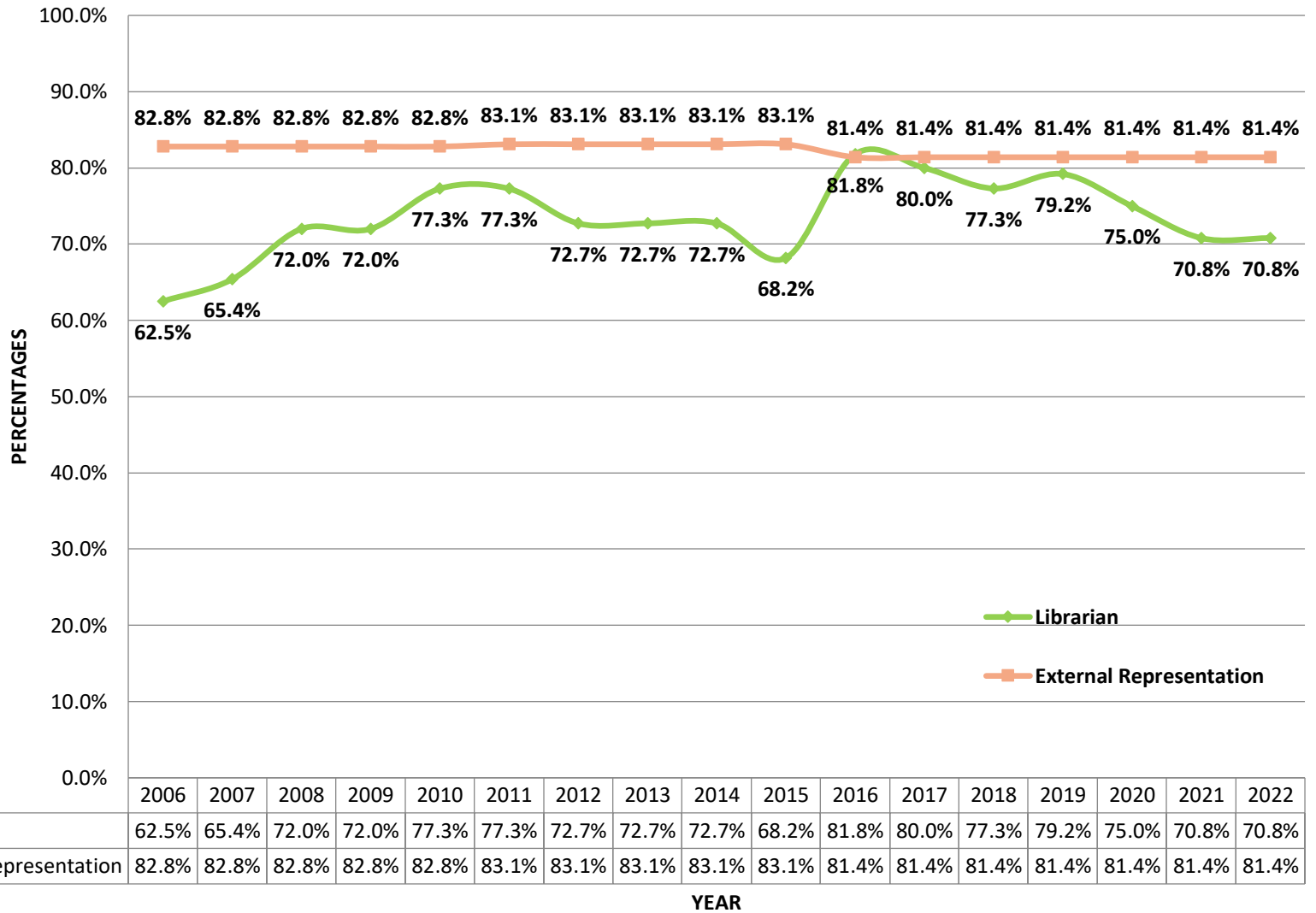|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Assistant Professors	22.4%	19.1%	19.1%	16.6%	16.1%	16.8%	15.1%	23.8%	21.8%	8.6%	11.5%	21.6%	21.4%	21.9%	26.4%	36.2%	36.7%
Associate Professors	17.9%	18.3%	19.8%	22.0%	22.6%	22.8%	21.5%	26.5%	23.9%	26.4%	27.2%	29.7%	27.9%	26.2%	28.7%	25.5%	26.8%
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%	37.1%	37.2%
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%	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.

2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

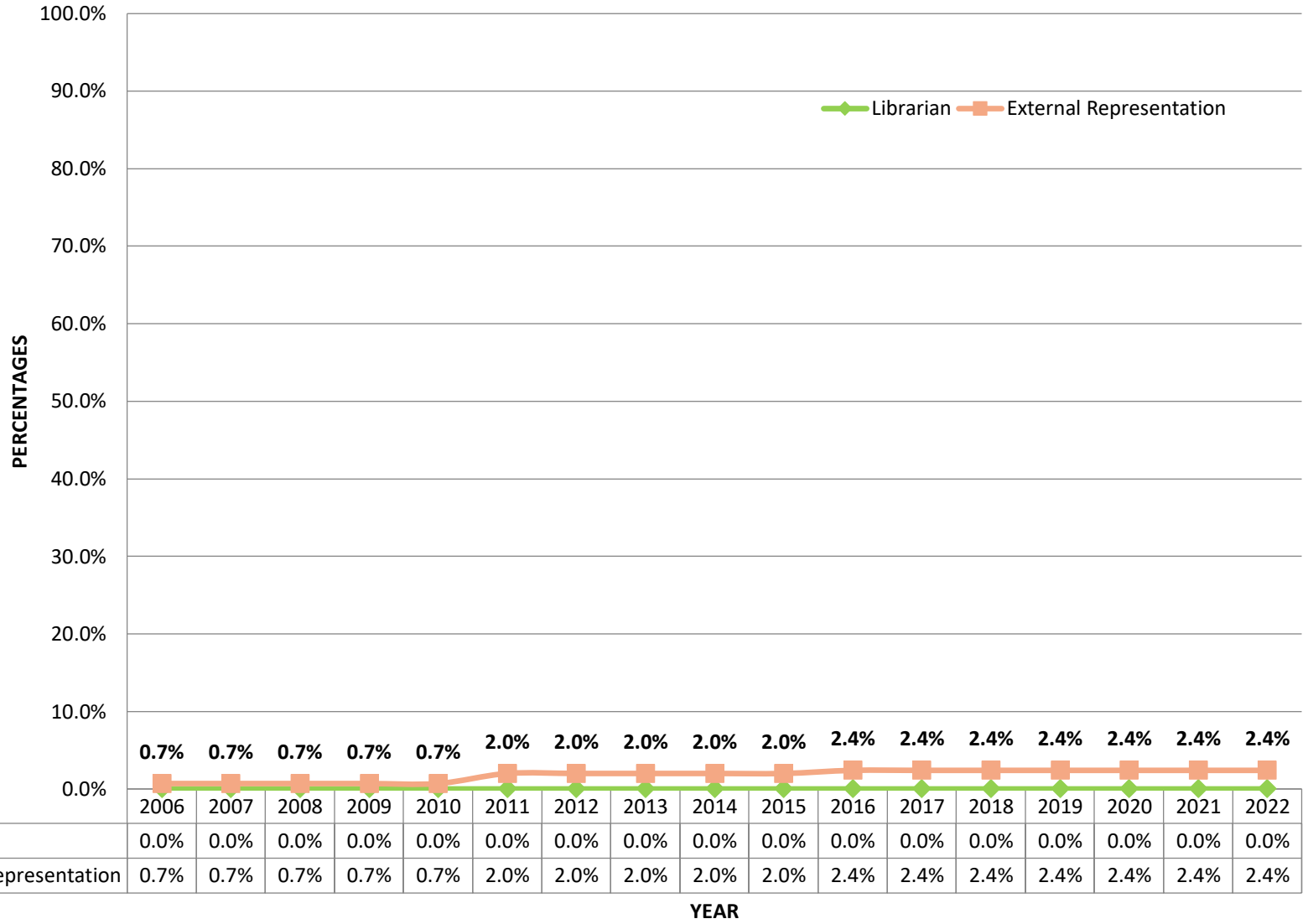# Professors (Tenured and Tenure-Track) by Rank - Persons with Disabilities (2006-2022)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
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%	11.4%	13.3%
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%	15.2%	17.1%
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%	5.2%	6.6%
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%	8.9%	8.9%

*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.
2017-2022 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

Librarians - Women
(2006-2022)

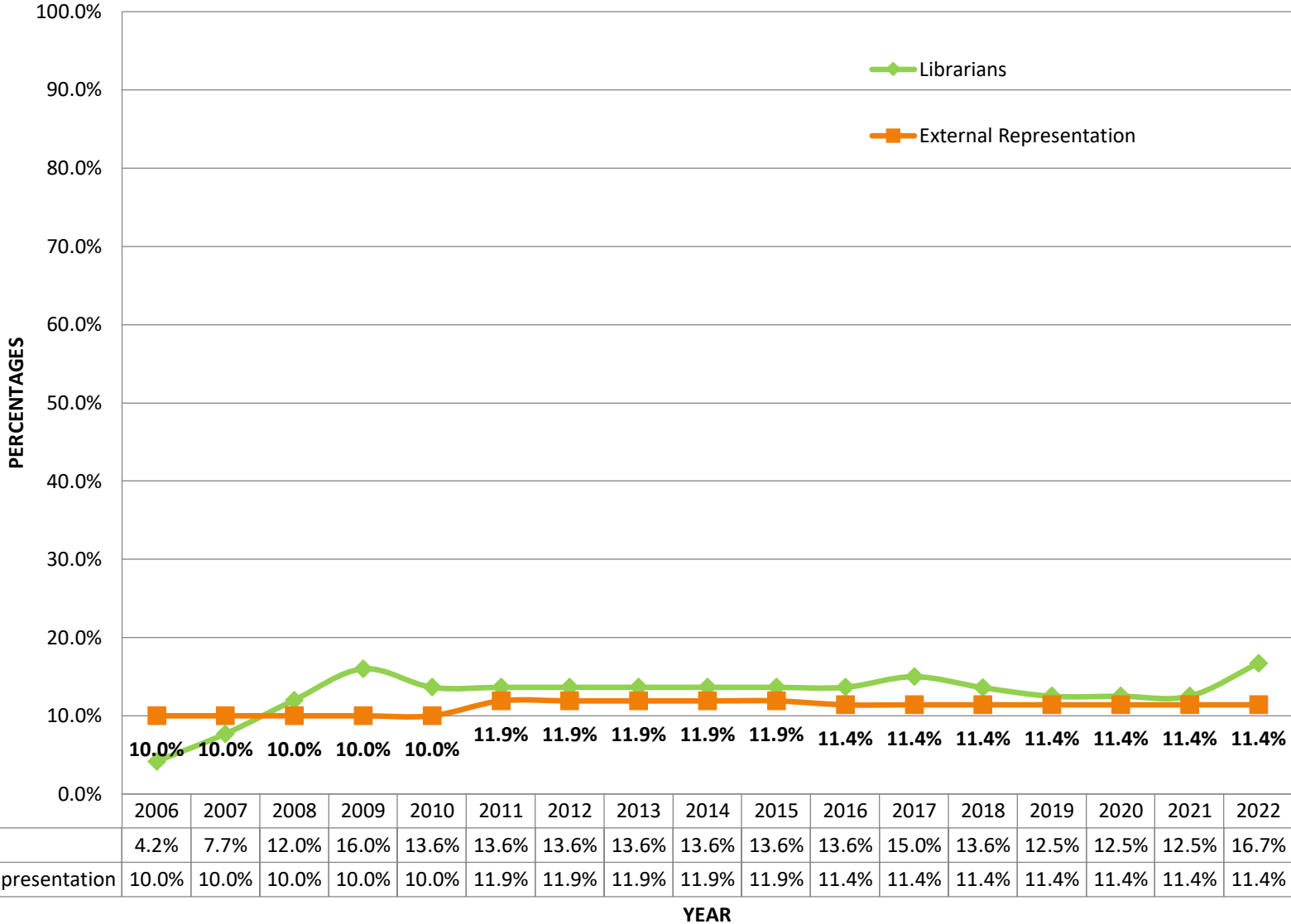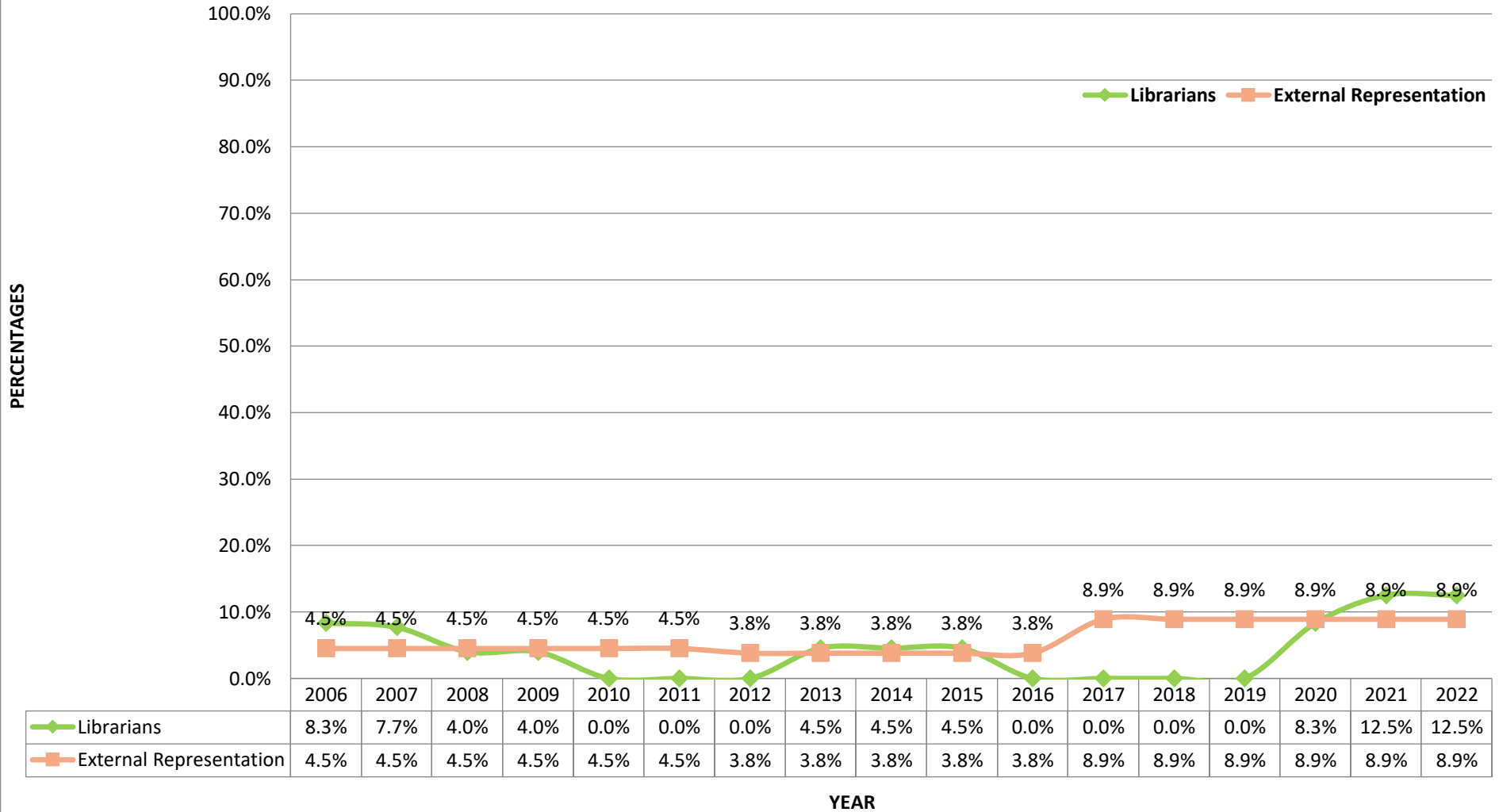|	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Librarian	62.5%	65.4%	72.0%	72.0%	77.3%	77.3%	72.7%	72.7%	72.7%	68.2%	81.8%	80.0%	77.3%	79.2%	75.0%	70.8%	70.8%
External Representation	82.8%	82.8%	82.8%	82.8%	82.8%	83.1%	83.1%	83.1%	83.1%	83.1%	81.4%	81.4%	81.4%	81.4%	81.4%	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.
2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Indigenous/Aboriginal Peoples
(2006-2022)

	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
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%	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%	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.

2016-2022 external representation is based on Statistics Canada's 2016 National Census data.
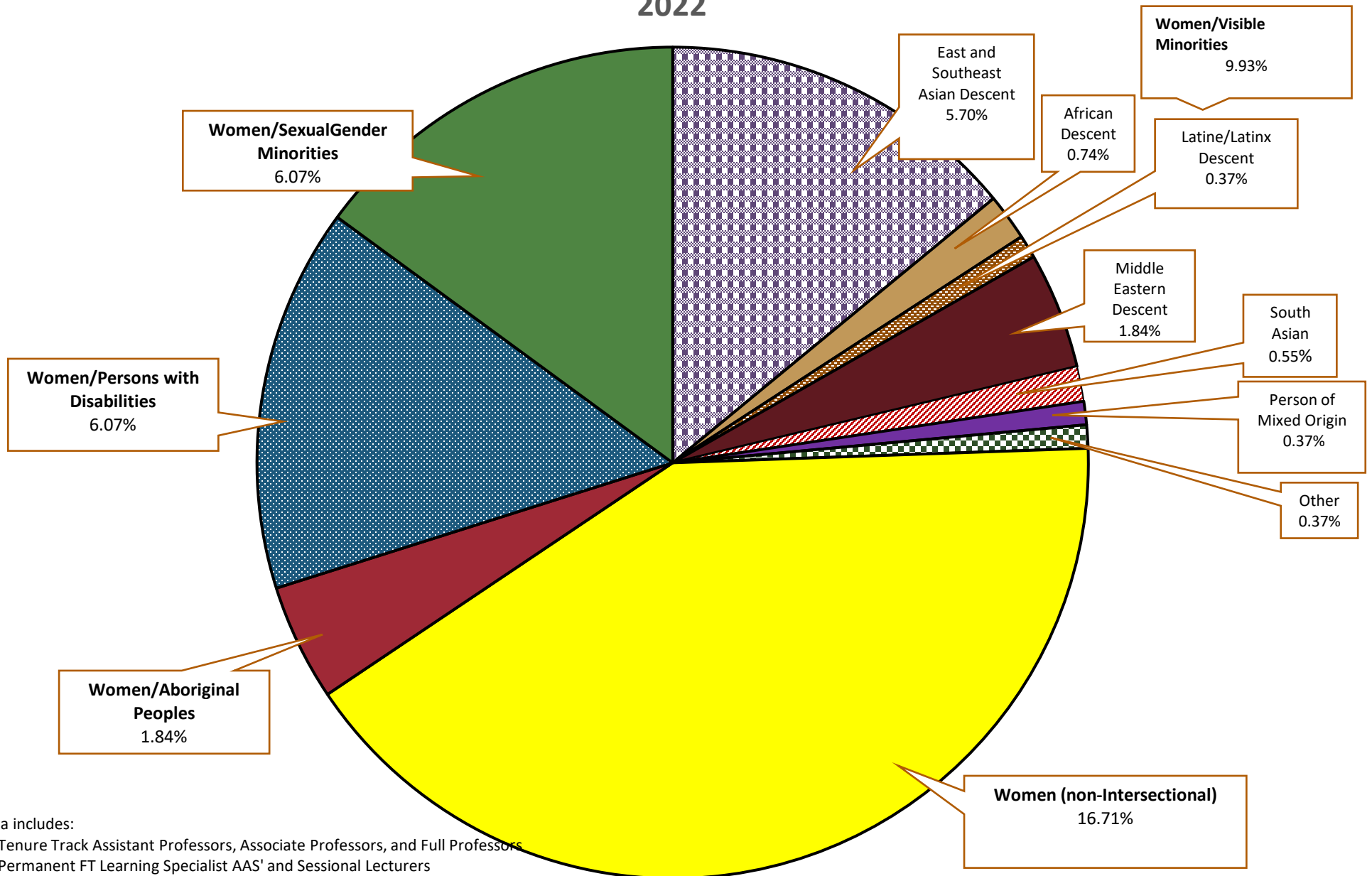
Librarians - Racialized People/Visible Minorities
(2006-2022)

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
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%	12.5%	16.7%
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%	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.

2016-2022 external representation is based on Statistics Canada's 2016 National Census data.

Librarians (Persons with Disabilities)
2006-2022

PERCENTAGES

YEAR	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
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%	12.5%	12.5%
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%	8.9%	8.9%

*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.
2017-2022 external representation is based on Statistic Canada's 2017 Canadian Survey on Disability (CSD) data.

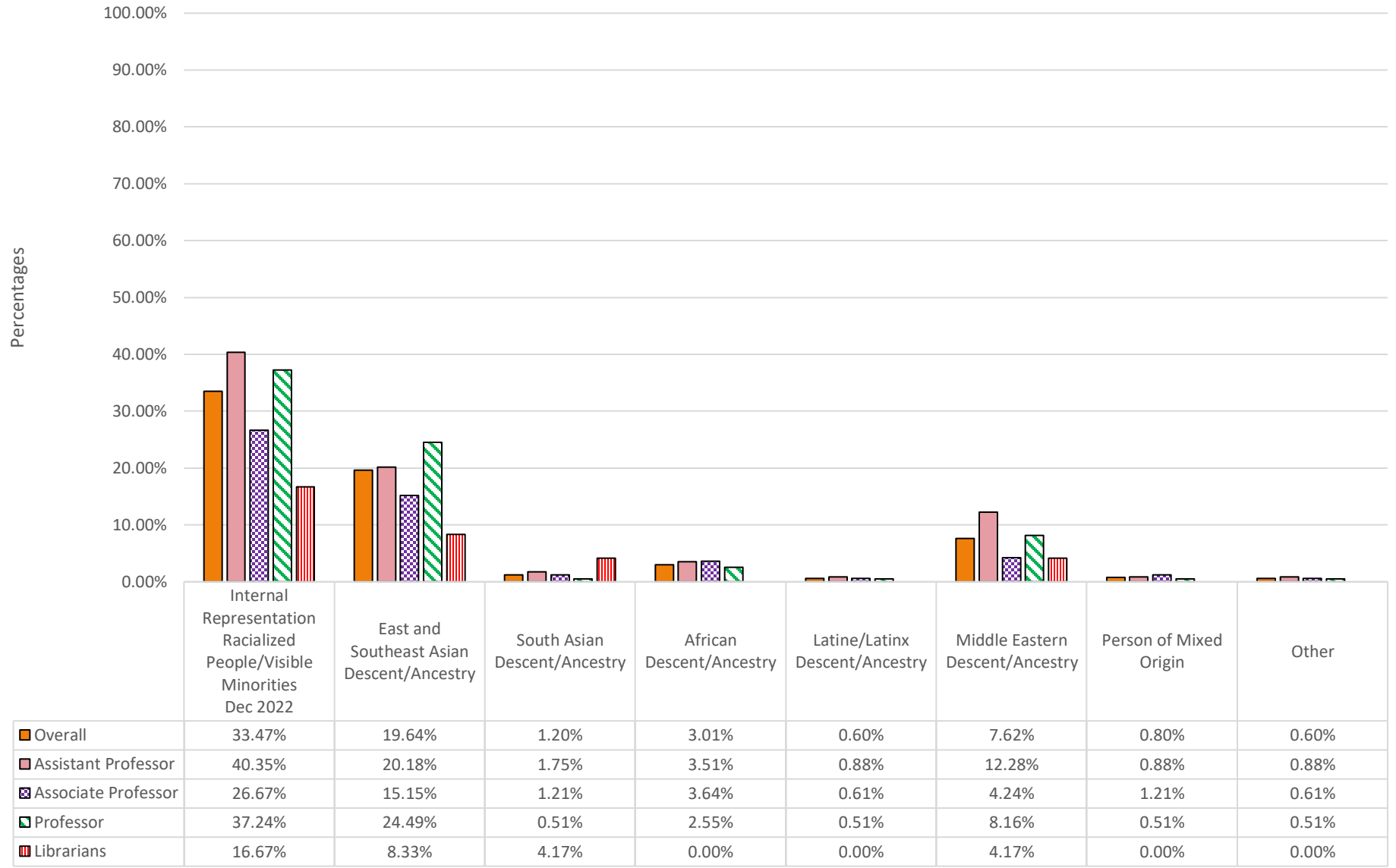# Faculty and Librarians (Internal Representation) - Women Intersectionality 2022

East and Southeast Asian Descent 5.70%

African Descent 0.74%

Women/Visible Minorities 9.93%

Latine/Latinx Descent 0.37%

Middle Eastern Descent 1.84%

South Asian 0.55%

Person of Mixed Origin 0.37%

Other 0.37%

Women/SexualGender Minorities 6.07%

Women/Persons with Disabilities 6.07%

Women/Aboriginal Peoples 1.84%

Women (non-Intersectional) 16.71%

Data includes:
All Tenure Track Assistant Professors, Associate Professors, and Full Professors
All Permanent FT Learning Specialist AAS' and Sessional Lecturers
All Permanent FT Librarians

**Faculty and Librarians (Internal Representation)
Indigenous Peoples in combination with Racialized Peoples (IRP)
Intersectionality
2022**

IRP/Persons with Disabilities
2.76%

IRP/SexualGender Minorities
2.94%

IRP combined
(non-Intersectional)
23.17%

IRP/Women
11.76%

Racialized People/Visible Minorities - Disaggretated Groups
As of December 2022
(includes assistant professors, associate professors, full professors and librarians)

	Internal Representation Racialized People/Visible Minorities Dec 2022	East and Southeast Asian Descent/Ancestry	South Asian Descent/Ancestry	African Descent/Ancestry	Latine/Latinx Descent/Ancestry	Middle Eastern Descent/Ancestry	Person of Mixed Origin	Other
Overall	33.47%	19.64%	1.20%	3.01%	0.60%	7.62%	0.80%	0.60%
Assistant Professor	40.35%	20.18%	1.75%	3.51%	0.88%	12.28%	0.88%	0.88%
Associate Professor	26.67%	15.15%	1.21%	3.64%	0.61%	4.24%	1.21%	0.61%
Professor	37.24%	24.49%	0.51%	2.55%	0.51%	8.16%	0.51%	0.51%
Librarians	16.67%	8.33%	4.17%	0.00%	0.00%	4.17%	0.00%	0.00%

Racialized People/Visible Minorities - Disaggregated Groups

5   UPDATE ON OUTSTANDING RECOMMENDATIONS FROM 2015-2022 REPORTS

This section of the RCEE Report provides an update on the outstanding *next steps* and recommendations that were in the previous RCEE Reports for 2015-2022. It does not include items that were marked as Completed in previous reports. However, the first table includes all the recommendations for 2022, as this is the first report in which there is a status update for that year. 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 advanzcement 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* do 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.

Item	2022 Report *Next Steps* and Recommendations	Status
	Data	
1	**RCEE recommends** that OHREA set up a cyclical practice to connect with the units on an annual basis to assist with updating and reporting with the DEAP Tool.	Completed
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.	In Progress
	Enhancing Equity	
3	**RCEE recommends** that the University review 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.	In Progress
	Enhancing the Equity Infrastructure	
4	**RCEE recommends** that the University undertake an analysis pairing recruitment with retention rates of designated groups to identify potential trends and possible barriers.	For Consideration
	Equity Items Outside RCEE Mandate	
5	**RCEE recommends** that the University review 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.	In Progress

6	**RCEE recommends** that the University work 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.	For Consideration

Item	2021 Report *Next Steps* and Recommendations	Status
	Data	
1.	**RCEE recommends** that the University provide disaggregated data on the designated group women on an ongoing basis.	Completed
2.	**RCEE recommends** that the University enhance 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 develop a plan to identify and rectify the systemic issues that create pay inequities.	For Consideration
4.	**RCEE recommends** that the University build 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.	For Consideration
5.	**RCEE recommends** that the University work 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.	In Progress
6.	**RCEE recommends** that the University build 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 ensure 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

Item	2020 Report *Next Steps* and Recommendations	Status
1.	**RCEE recommends** that the University ensure that the disaggregated data are used in the various searches/appointments.	Completed
2.	**RCEE recommends** that New Faculty Orientation regularly include at least one section on anti-racism, anti-oppression, unconscious bias, et cetera.	Completed

3.	**RCEE recommends** that the University explore the impact of the pandemic on the recruiting and hiring processes.	For Consideration
4.	**RCEE recommends** the University continue 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 follow up on research and action regarding pay equity to ensure any discrepancies are identified and rectified.	Completed
6.	**RCEE recommends** that the University identify 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 work with stakeholders, such as WUFA/SWDEAC, to explore options or best practices to proactively address racism and other forms of oppression.	Ongoing
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 explore 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 explore 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 examine 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 declare 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.	Completed

	Note: This refers to the candidate's knowledge and commitment to equity, and is not regarding self-identification in a designated group.	
9.	**RCEE recommends** that the University ensure equity is weighted on all hiring grids.	Mostly Completed
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
		All Recommendations from the 2015 Report have been Completed

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

No data-related recommendations in this report

Enhancing Equity

1) **RCEE recommends** that the University offer topic/practice-specific equity workshops outside the regular required training cycle for EAs and other search/appointments committee members. This can include bringing in external facilitators for extra programming from the sector to provide diversity in expertise and perspectives.

2) **RCEE recommends** that the University continue to offer, and increase supports to enhance new faculty orientation programming. In addition, the University should identify where there are gaps in offerings to enable increased resources and supports. Existing internal initiatives that can be tied into the new faculty orientation should be explored.

3) **RCEE recommends** that the University enhance supports for the ongoing development and offerings of an early career faculty community of practice for networking, sharing, and succeeding in the RTP/RPP processes. This should also be explored for various equity groups. The University should explore other internal, existing initiatives that can be tied into the new faculty orientation.

Enhancing the Equity Infrastructure

4) **RCEE recommends** that units that are requesting budgetary consideration for new positions include their equity goals. Additional weight during that process should then be given to units that include a strategy for improving an AAU's equity profile.

5) **RCEE recommends** that the University create a special PD fund for Equity Assessors who are active employees to access in order to enhance their equity-related skills. This would be an investment in people to feel more confident and supported in the role.

6) **RCEE recommends** that retiree Equity Assessors have their EA hours accumulate within a formula that would reach a point in which a certain amount of money is contributed to student support in their name.

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 are suggested for further exploration:

7) **RCEE recommends** that the University engage in a series of ongoing meetings with Deans and others in leadership positions on shared employment equity purpose/vision.

8) **RCEE recommends** that the University engage in a series of meetings with Deans and others in leadership positions on retention of equity groups.

9) **RCEE recommends** that the University undertake an exploration of the under-representation of women in various AAUs and explore possible approaches to address this.

RCEE Committee Members:
Kaye Johnson
Daniella Beaulieu
Pardeep K. Jasra
Vicki Jay Leung