

**University of Windsor
Senate**

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

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

Report of the Review Committee on Employment Equity (RCEE) September 2017

1 BACKGROUND

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

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

The RCEE welcomed two new members in September, one Administration Rep and one WUFA Rep. This was necessary due to the movement of two previous members due to promotion and end of an appointment. We would like to acknowledge the contributions of the former members to the work of the committee and to the advancement of employment equity at the University.

The RCEE again expresses appreciation for the data provided for this report and throughout the year by the Employment Equity & Human Rights (EEHR) Manager. In addition, the manager carries out the central work for the implementation of the DEAP Tool Project and provides the required support to the units.

As explained in past reports, the DEAP Tool was created by Queen's University as a means for units to understand and use their specific demographic profiles, assess their diversity and climate, identify resources, and to develop, monitor and report on goals and timelines. The feedback that has been provided to Queen's by way of the experiences of users, has resulted in their developing an enhanced DEAP Tool 2.0. It is anticipated that the University will be able to transfer over to this updated version in winter 2018. Further information can be found at <http://www.uwindsor.ca/ohrea/95/deap-tool>.

2 ACTIVITIES AND KEY ISSUES FOR 2016-2017

The RCEE activities and key issues continue to be centered on three 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. In addition, 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 *next steps* and recommendations in section 6 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) New Collective Agreement
- 3) Review 2016 EE Data on Faculty Members—Confirm Significant/Serious Under-representation
- 4) Progression Charts for Designated Groups
- 5) Discipline-Specific Availability Pool Data
- 6) SPF 50 and Regular New Faculty Hires
- 7) Retirement & Termination Data
- 8) Proposed Job Ad Statement re EE Commitment
- 9) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
- 10) Follow-up with Provost Regarding Items from RCEE 2015 & 2016 Reports
- 11) Application of the 5th Designated Group
- 12) Equity Assessor Service

As stated in the 2016 Report, 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.

RCEE noted that the issue of having more Equity Assessors serve a turn on a committee continues to be a challenge. This requires ongoing discussion for proactive solutions.

The Committee had recommended in the 2015 Report that "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." The University has followed up with the development of the President's Indigenous Peoples Scholars (PIPS) Program. RCEE acknowledges that the pursuit of this initiative was the result of many parties committing to and following through on the idea. It is viewed as an example of positive, proactive action in which an initiative can be successfully brought to fruition through collaboration.

RCEE reviewed the past recommendation for all job advertisements to include a requirement for a level of commitment to equity. It was noted that ads have the following, "We are a welcoming community committed to equity and diversity in our teaching, learning, and work environments."

In addition, RCEE found that the requirement on the Provost's website regarding the SPF 50 positions was a good example of the placement of the equity expectation. Specifically note the fifth bullet in the excerpt below:

The 50 new positions in this initiative are intended to enhance our strategic goals in teaching, research, scholarship, and creativity. We are looking for new faculty with both disciplinary grasp and interdisciplinary reach. Ideal candidates will have:

- An excellent research and publication record, with strong evidence of growth potential
- Documented evidence of excellence and innovation in teaching and learning
- A demonstrated commitment to student success
- Openness to the implementation of technology-enabled learning
- Successful experience in working in contexts of diversity
- A strong commitment to leadership, mentorship, and continuous learning
- Interest in and experience with experiential learning and entrepreneurialism
- A demonstrated capacity for teamwork and collaboration
- Curiosity, integrity, and imagination

RCEE recommends that the University declares the valuing of equity/diversity more prominently and clearly in job advertisements such as in the example of the website for the SPF 50 positions.

RCEE recommends that the University ensures equity is weighted on all hiring grids.

3 PROMISING PRACTICES FEATURE – FACULTY OF EDUCATION

The RCEE includes this short section in the annual report in which an academic unit is featured for an employment equity recruiting promising practice. 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 Faculty of Education.

The Faculty of Education's commitment to social justice and equity are woven throughout their welcome page (<http://www.uwindsor.ca/education/welcome>) which begins with an acknowledgement of the traditional territory, and their mission statement (<http://www.uwindsor.ca/education/mission>). The unit works closely with the University's Aboriginal Education Centre and with others in the community to provide both internal and external meaningful programming. The following are highlights of such initiatives, as provided by the Dean of Education.

Aboriginal Ways of Knowing: Cultural, Political and Linguistic Contexts

(<http://www.uwindsor.ca/education/awk>)

The Faculty of Education has long had as part of its mandatory curriculum for the B.Ed. Degree a foundation course entitled, "Aboriginal Ways of Knowing." This emphasizes critical thinking around the politics of education, seeking/using appropriate resources for educators to better support Indigenous learners and to increase awareness about First Nations, Métis and Inuit culture, as well as multicultural and inclusive classrooms.

Beginning Time Teaching – Service Learning Course

(<http://www.uwindsor.ca/education/supplemental/beginning-time-teachings>)

In addition, a service learning course "Beginning Time Teaching" has been a part of the program for many years. The course offers teacher candidates learning experiences that help to expand their knowledge of Anishinaabe peoples and cultures, and the opportunity to learn through traditional teaching and learning modalities.

Bachelor Degree in Indigenous Teacher Education

More recently, and in response to the report of the Truth and Reconciliation Commission, the Faculty of Education committed to exploring the possibility of a community-centered and Indigenous-centric approach to a Bachelor Degree in Indigenous Teacher Education that also takes full advantage of online teaching and learning capacities. It is in the early stages yet but promises to be a unique and significant offering.

Walpole Island Heritage Centre Youth Videographing Project

This is a collaborative initiative between the University's Faculty of Education, the Walpole Island Heritage Centre, and the Aboriginal Education Centre. The aim is to both digitalize 40 years' worth of archived documents from the Walpole Island Heritage Centre and provide instruction for First Nations Youth (15-19) to develop the skill-set needed to become digital storytellers.

Treaty Education Workshop

The Faculty is developing an initiative to host their first Treaty Education Workshop for all B.Ed. students in January 2018. This initial workshop is to be conducted by Monica Virtue and David Plain, an Elder and author from the Aamjiwnaang First Nation. The goal is to host such a workshop annually.

President's Indigenous People Scholars (PIPS) initiative.

The Faculty is striving to utilize this opportunity to increase Indigenous faculty members in the unit. Their intention is to approach the initiative in a manner that is inclusive of diverse perspectives.

The RCEE is pleased to have featured this unit in the 2017 Report. The various initiatives are in keeping with the practice of building an environment that sends a message of what is valued. This is carried out while working towards a climate that attracts diversity and inclusion. The Faculty of Education is taking purposeful steps in a manner that demonstrates that they are open to learning at the same time as teaching, and are committed to teaching in a manner respectful of the teaching-learning circle.

4 DATA

RCEE has been focusing on data of 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 is contained in the University's Annual Employment Equity reports.

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

This section of the report starts with a table and chart that is specific to the SPF 50 positions. The chart provides the data regarding the designated group hires within this initiative, as well as the designated group hires through regular faculty hires in the year.

OVERVIEW

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

These data include information from the University of Windsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2016.

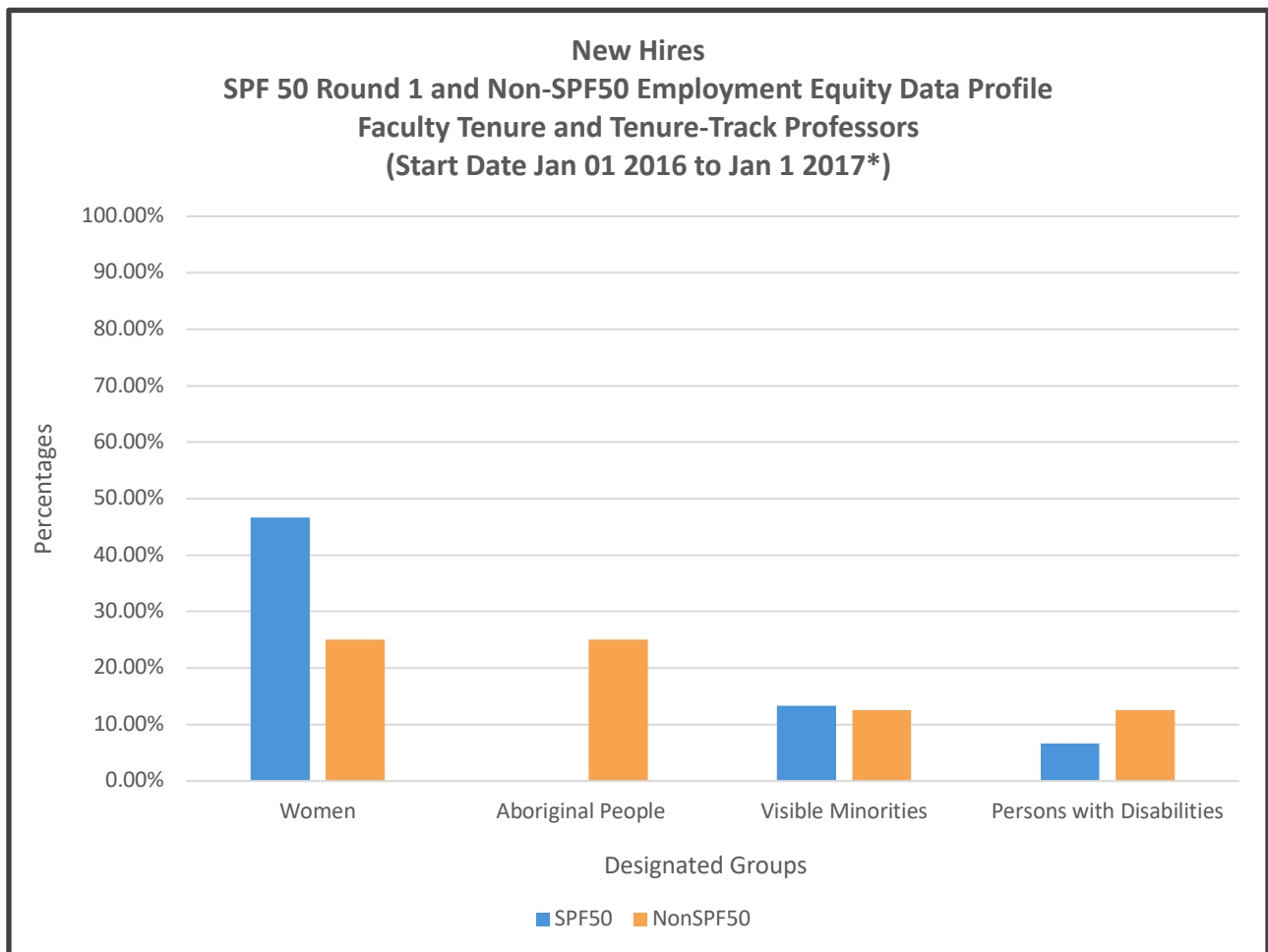
The external data information for Women, Aboriginal Peoples and Visible Minorities are from Statistic Canada's 2006 National Census and 2011 National Household Survey. The external information for Persons with Disabilities is from the 2006 Participation and Activity Limitation Survey (PALS) and from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

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

It is standard practice to report internal representation in percentages only. This is important to reduce the real or perceived identifiability, particularly in smaller pools.

New Hires - SPF 50 Round 1 and Non-SPF 50 Faculty

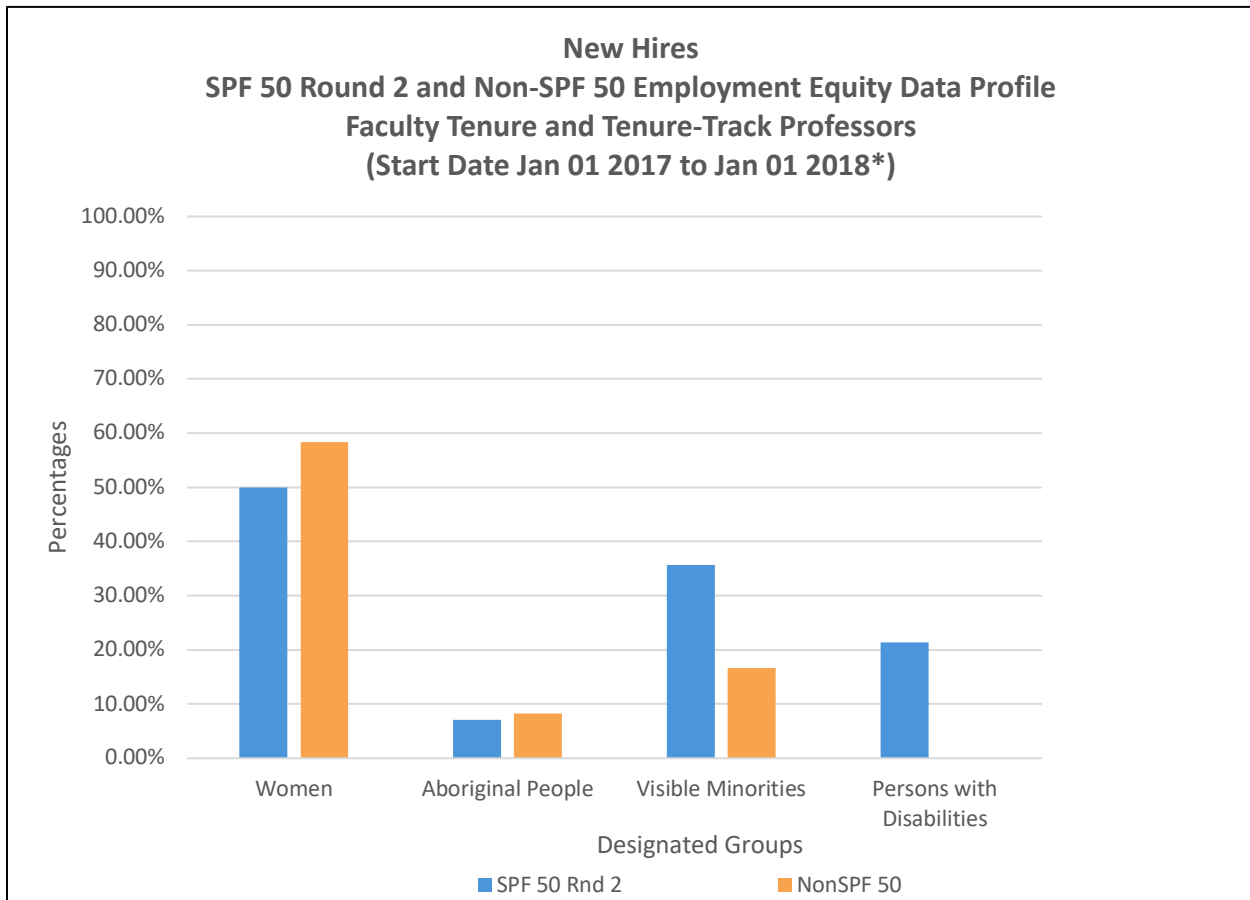
New Hires SPF 50 Round 1 and Non-SPF50 Employment Equity Data Profile Faculty Tenure and Tenure-Track Professors (Start Date Jan 01 2016 to Jan 1 2017*)				
	Women	Aboriginal People	Visible Minorities	Persons with Disabilities
SPF 50 Round 1	46.67%	0.00%	13.33%	6.67%
Non-SPF50	22.22%	22.22%	11.11%	11.11%



* Includes 3 SPF 50 Round 1 new hires with start date of January 01/2017

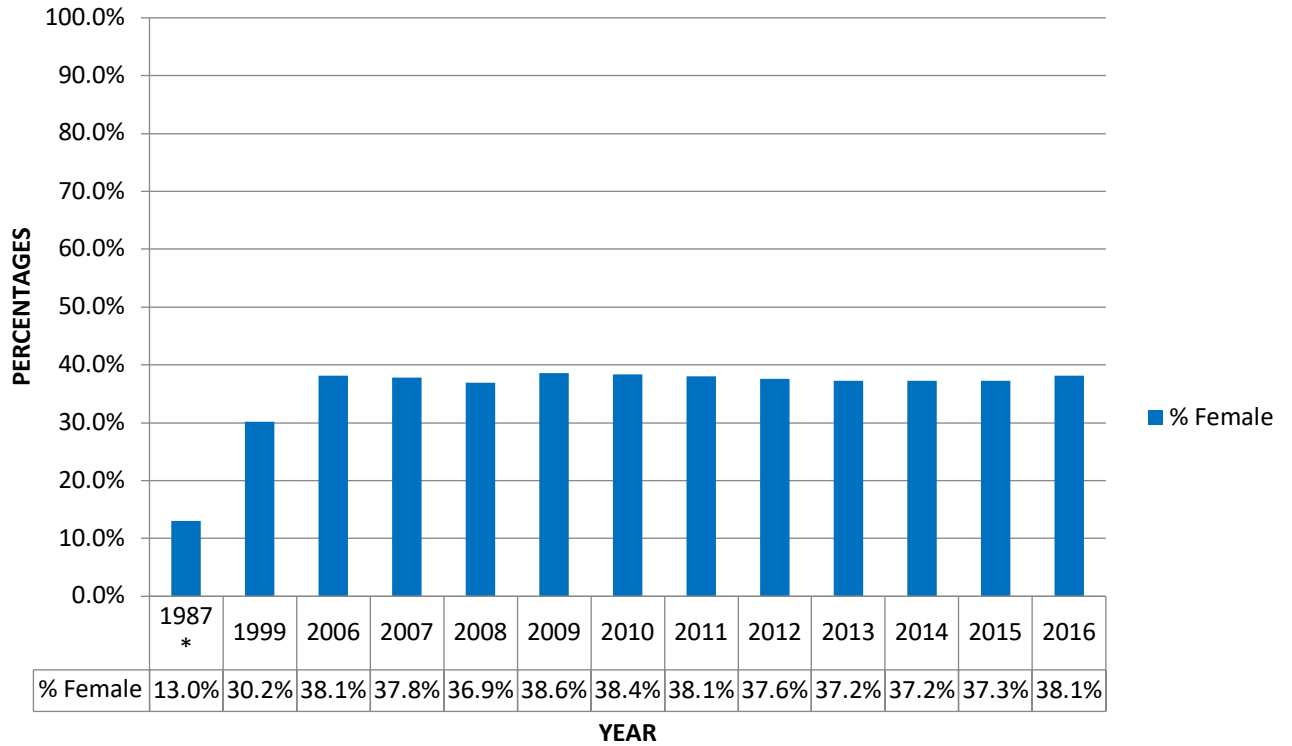
New Hires - SPF 50 Round 2 and Non-SPF 50 Faculty

New Hires SPF 50 Round 2 and Non-SPF 50 Employment Equity Data Profile Faculty Tenure and Tenure-Track Professors (Start Date Jan 01 2017 to Jan 01 2018*)				
	Women	Aboriginal People	Visible Minorities	Persons with Disabilities
SPF 50 Rnd 2	50.00%	7.14%	35.71%	21.43%
Non-SPF 50	58.33%	8.33%	16.67%	0.00%



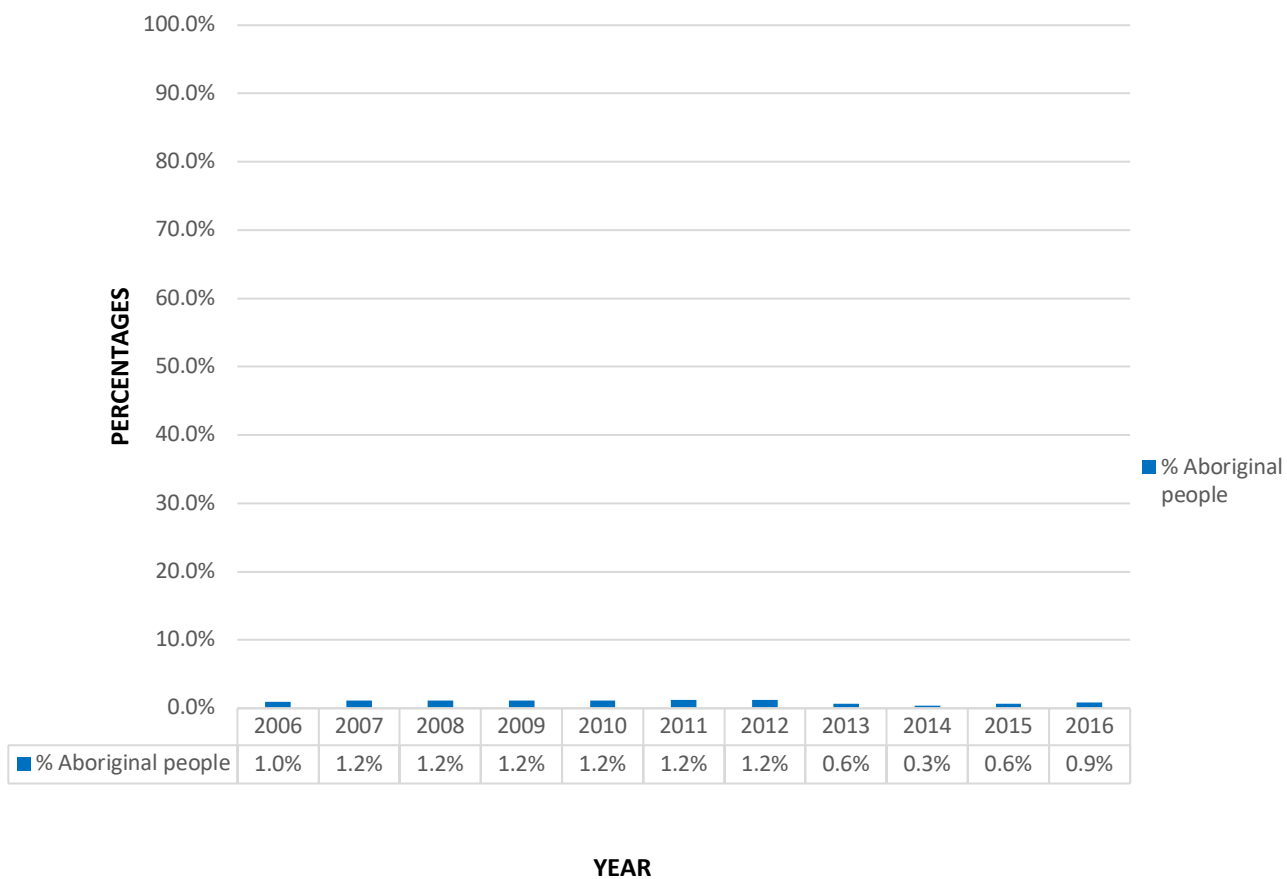
* Includes 1 SPF 50 Round 2 new hire with start date of January 01/2018
 Includes 1 Non-SPF 50 new hire with start date of December 01/2017
 Does not include 3 SPF 50 Round 1 new hires with start date of January 01/2017, as they were included in the 2016 report

**Professors & Librarians (internal representation)
Women
1987, 1999, 2006-2016**

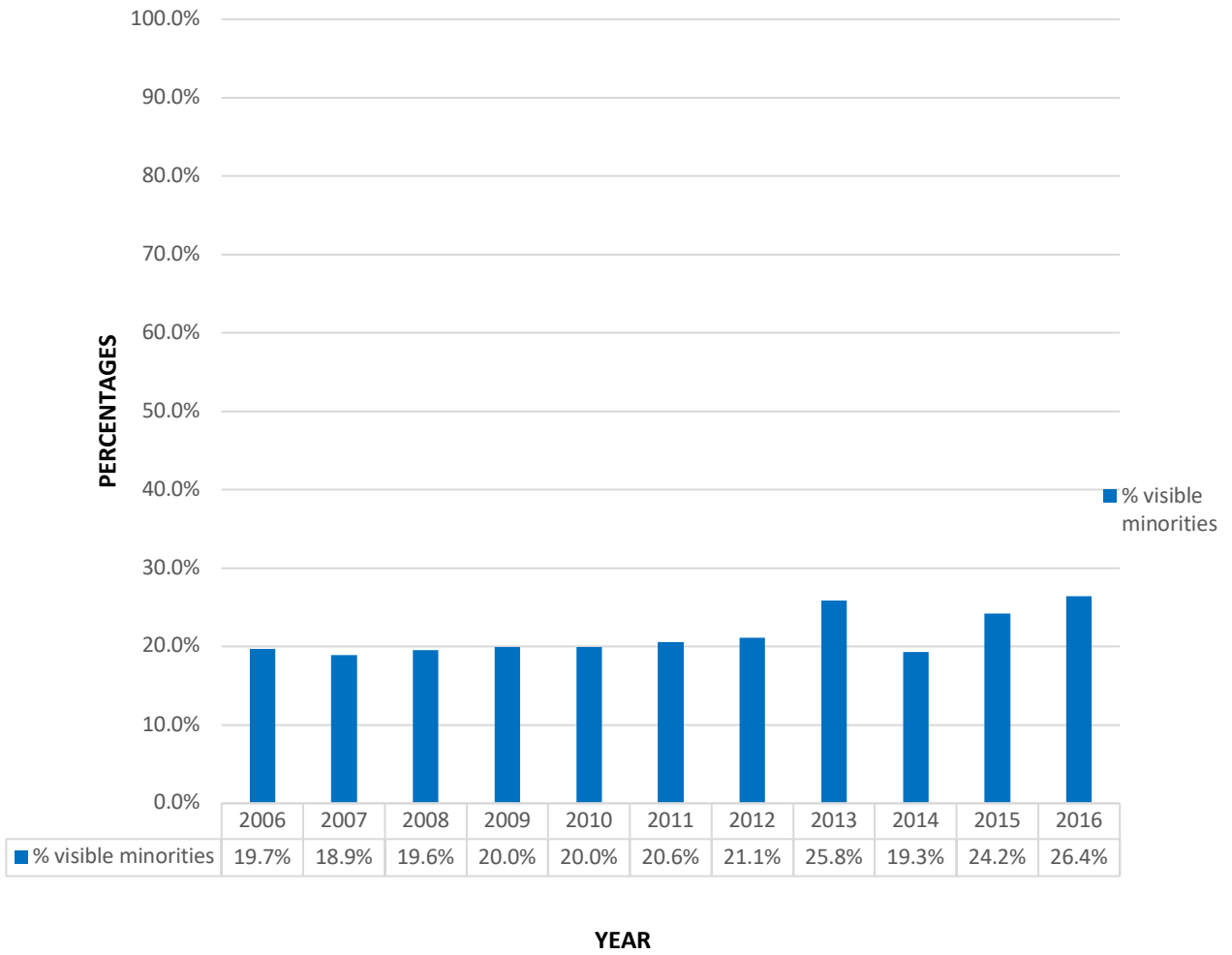


(*1987 does not include Librarians)

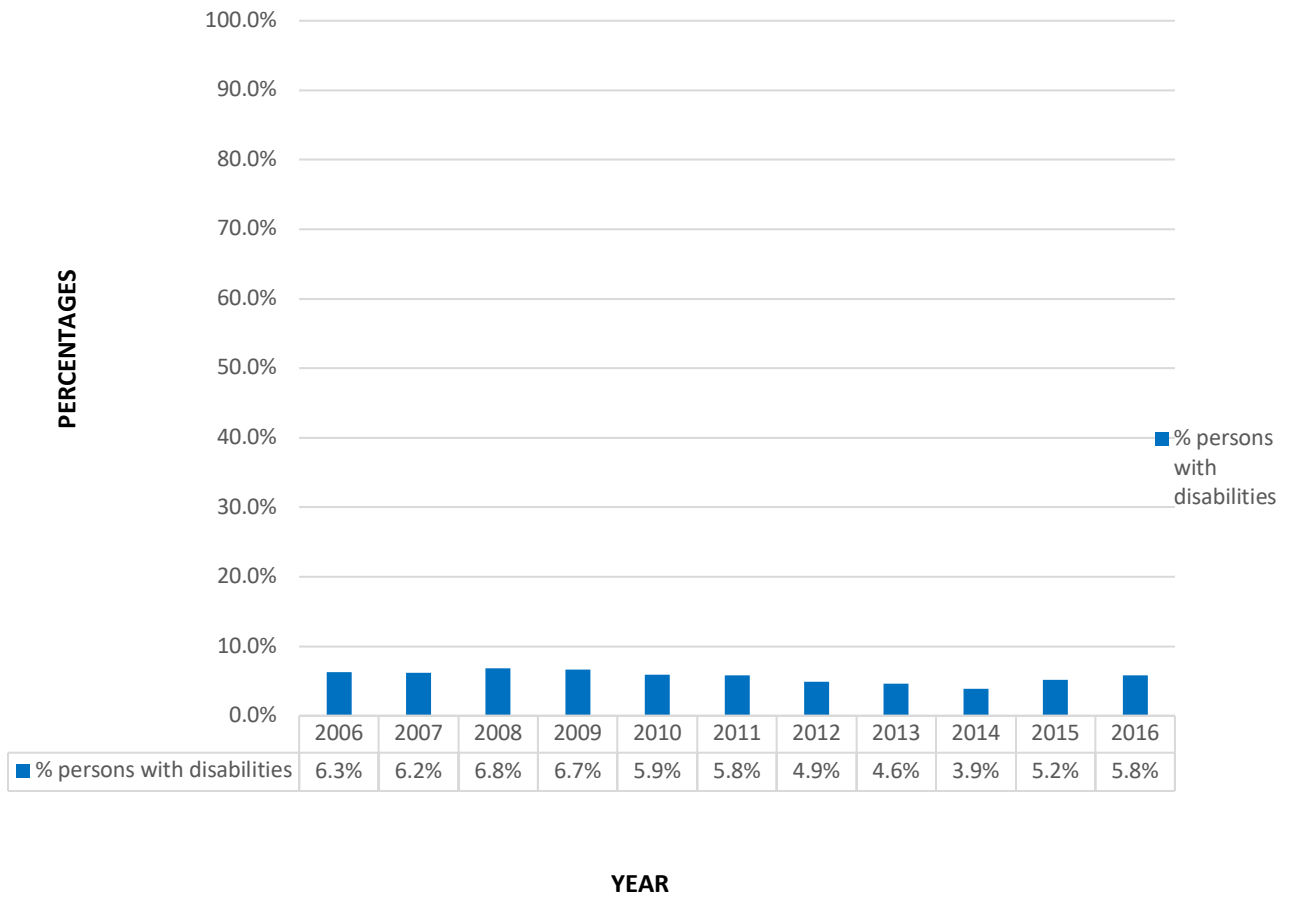
**Professors & Librarians (internal representation)
Aboriginal Peoples
2006-2016**



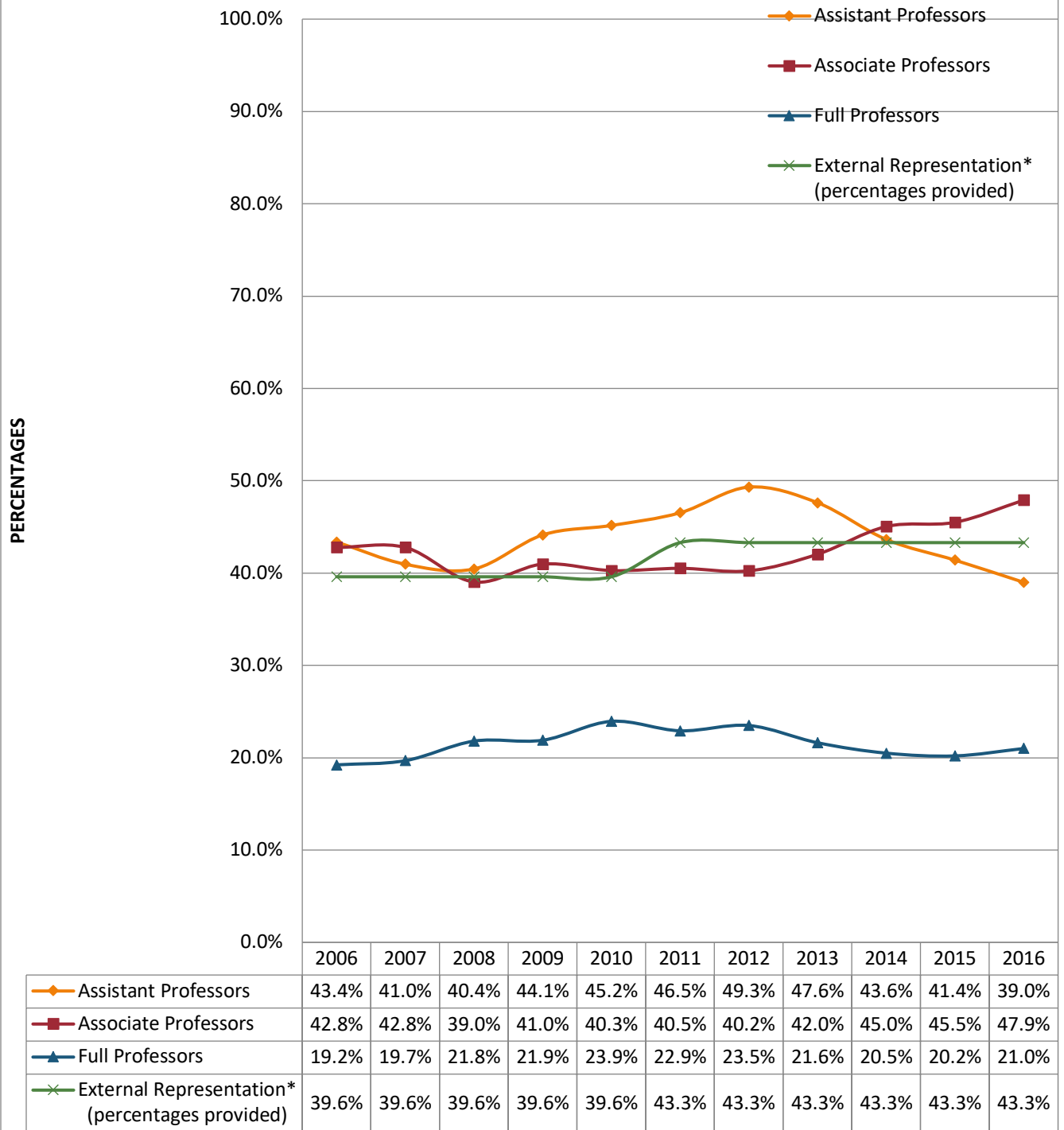
**Professors & Librarians (internal representation)
Visible Minorities
2006-2016**



**Professors & Librarians (internal representation)
Persons with Disabilities
2006-2016**

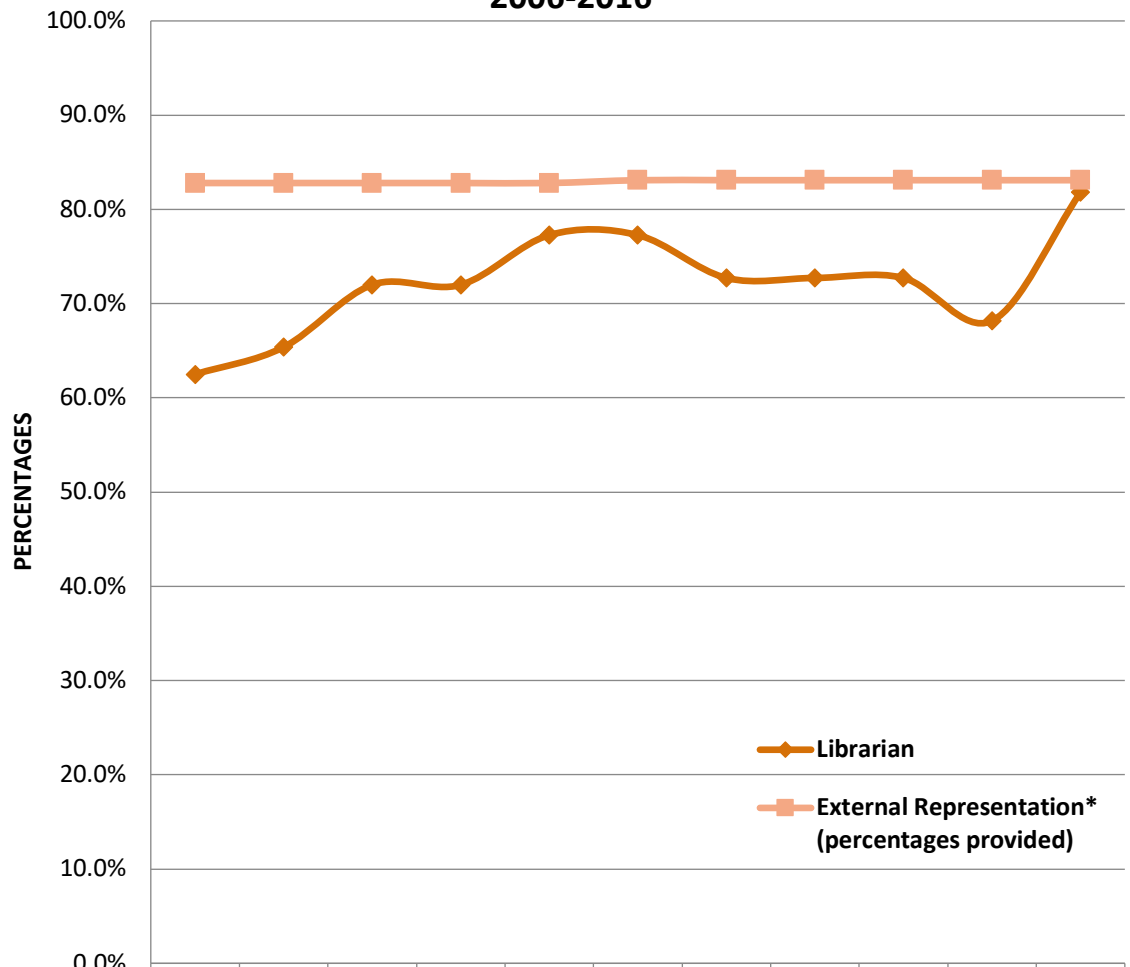


**Professors (Tenured or Tenure-Track) by rank
Women
2006-2016**



YEAR
 based on Statistics Canada's 2006 National Census data.
 Statistics Canada's 2011 National Household Survey data.

Librarians Women 2006-2016

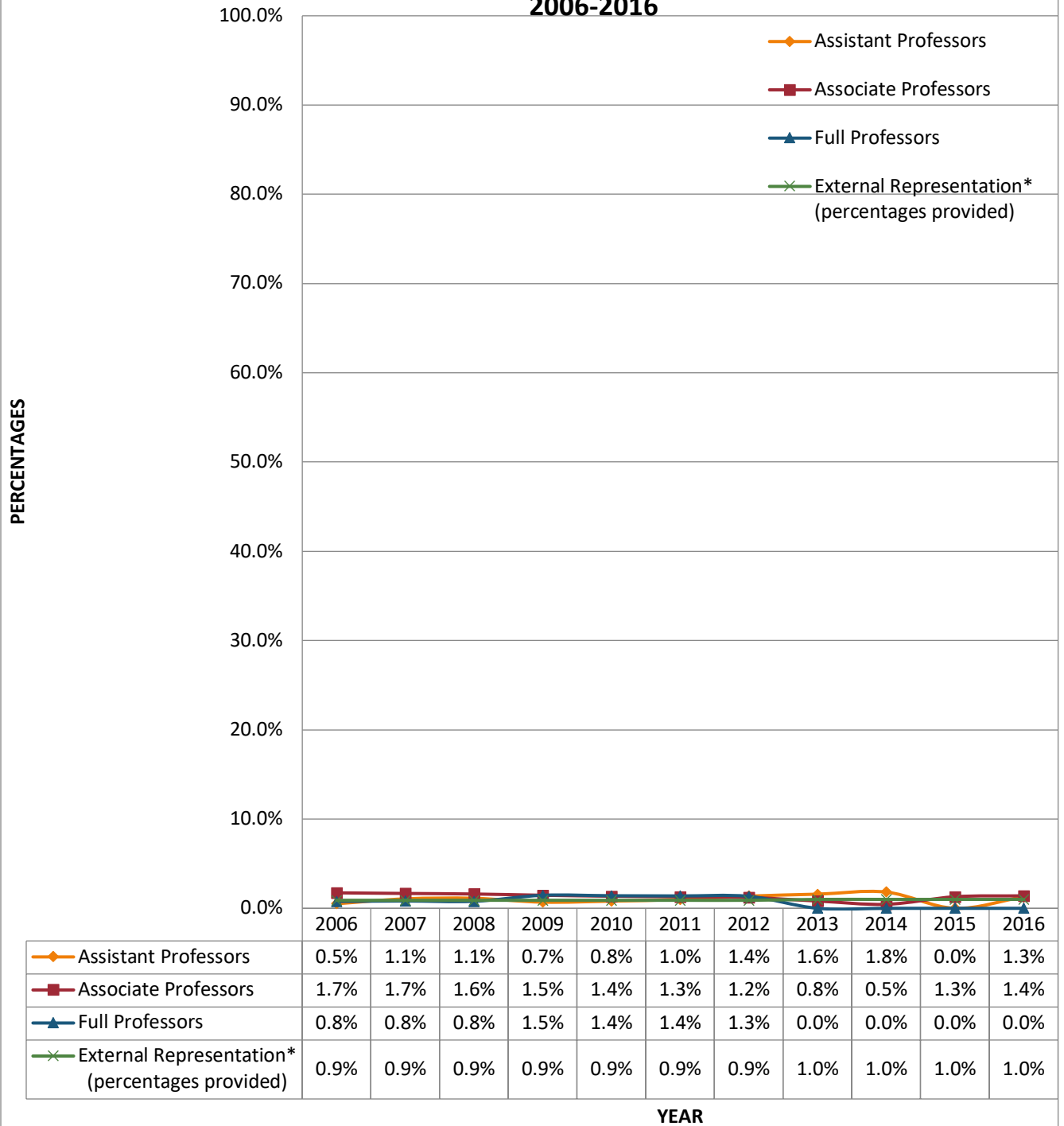


	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016
◆ Librarian	62.5%	65.4%	72.0%	72.0%	77.3%	77.3%	72.7%	72.7%	72.7%	68.2%	81.8%
■ External Representation* (percentages provided)	82.8%	82.8%	82.8%	82.8%	82.8%	83.1%	83.1%	83.1%	83.1%	83.1%	83.1%

YEAR

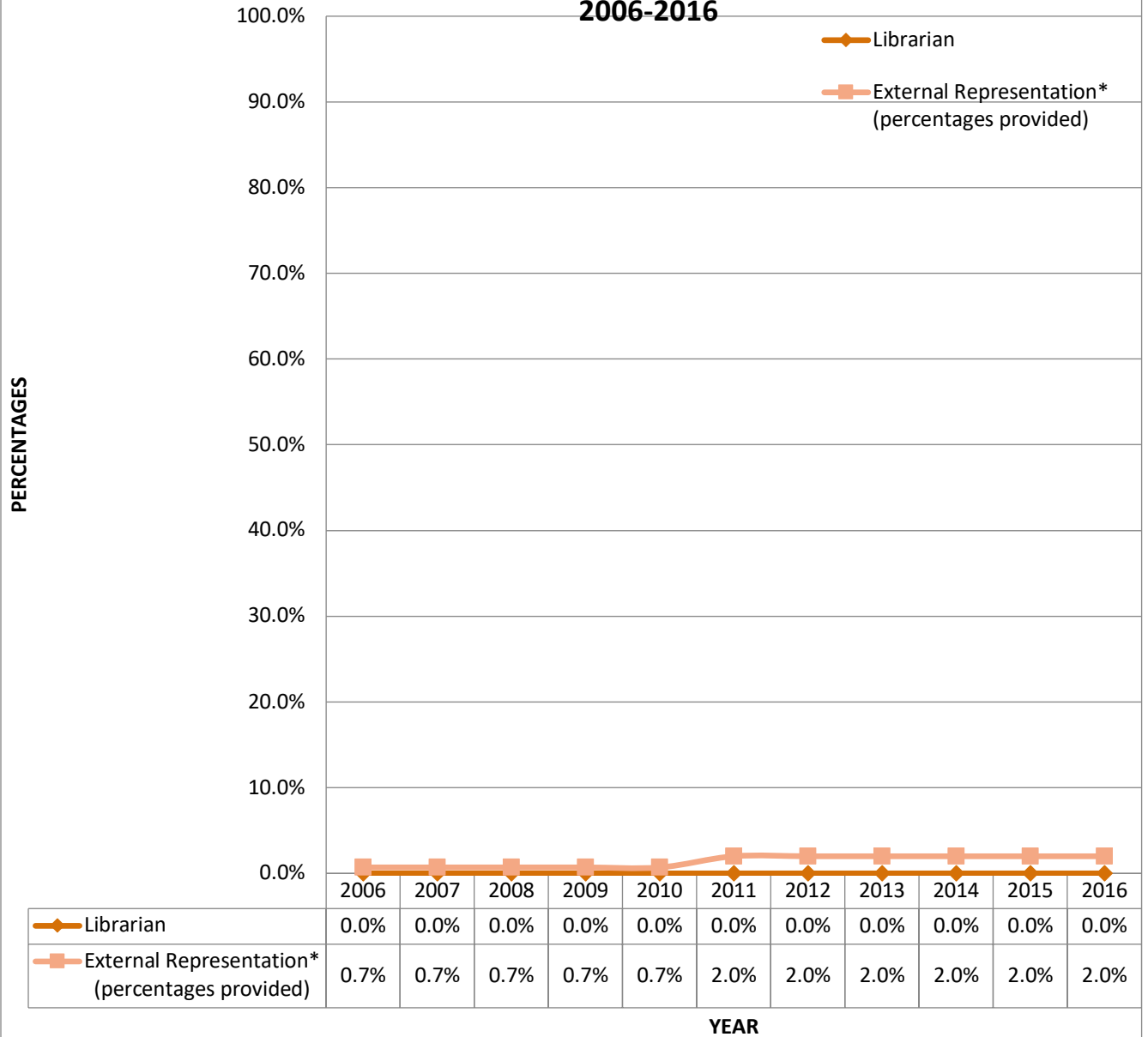
based on Statistics Canada's 2006 National Census data.
on Statistics Canada's 2011 National Household Survey data.

Professors (Tenured or Tenure-Track) by Rank Aboriginal Peoples 2006-2016



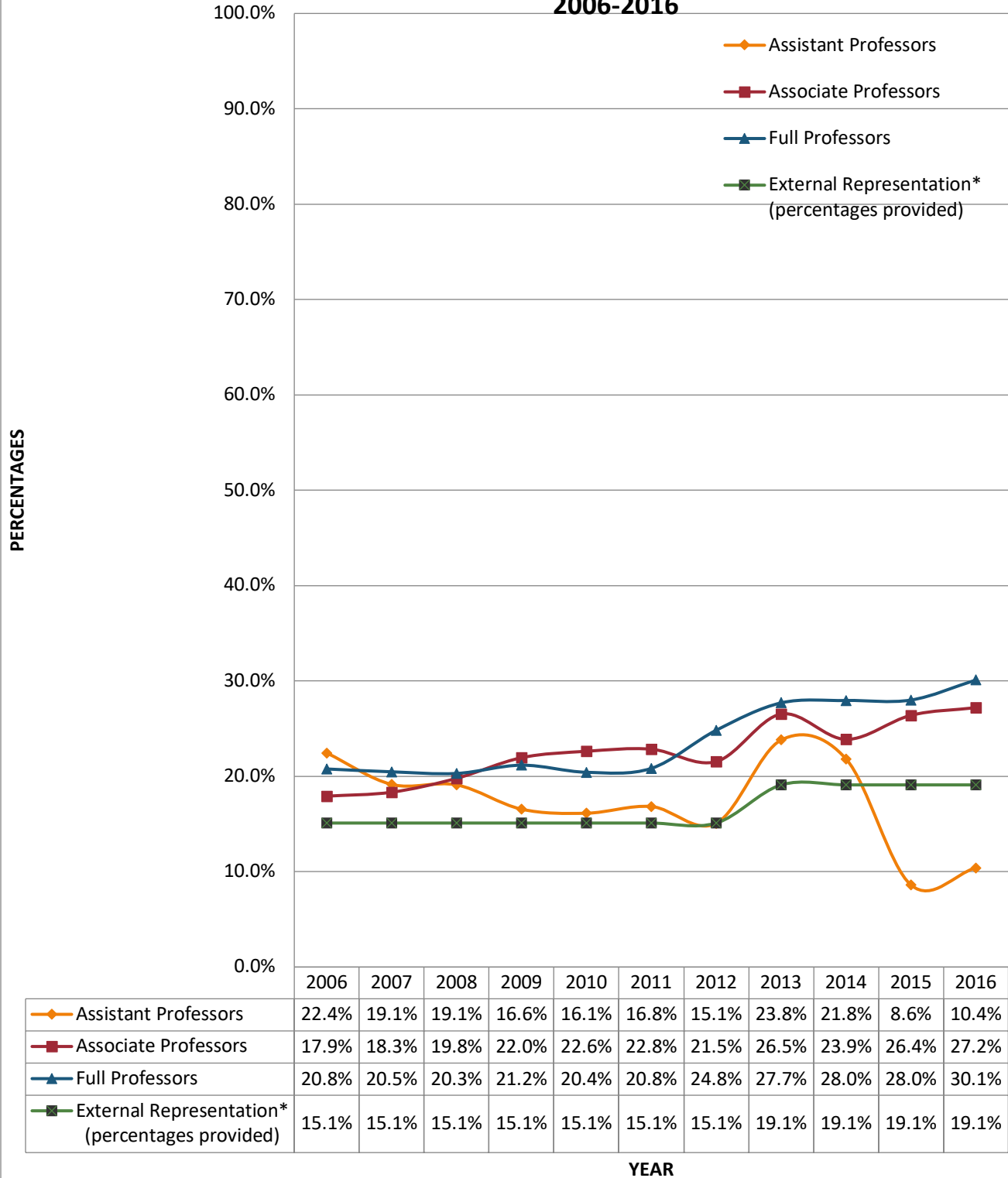
Based on Statistics Canada's 2006 National Census data.
Updated with Statistics Canada's 2011 National Household Survey data.

Librarians Aboriginal Peoples 2006-2016



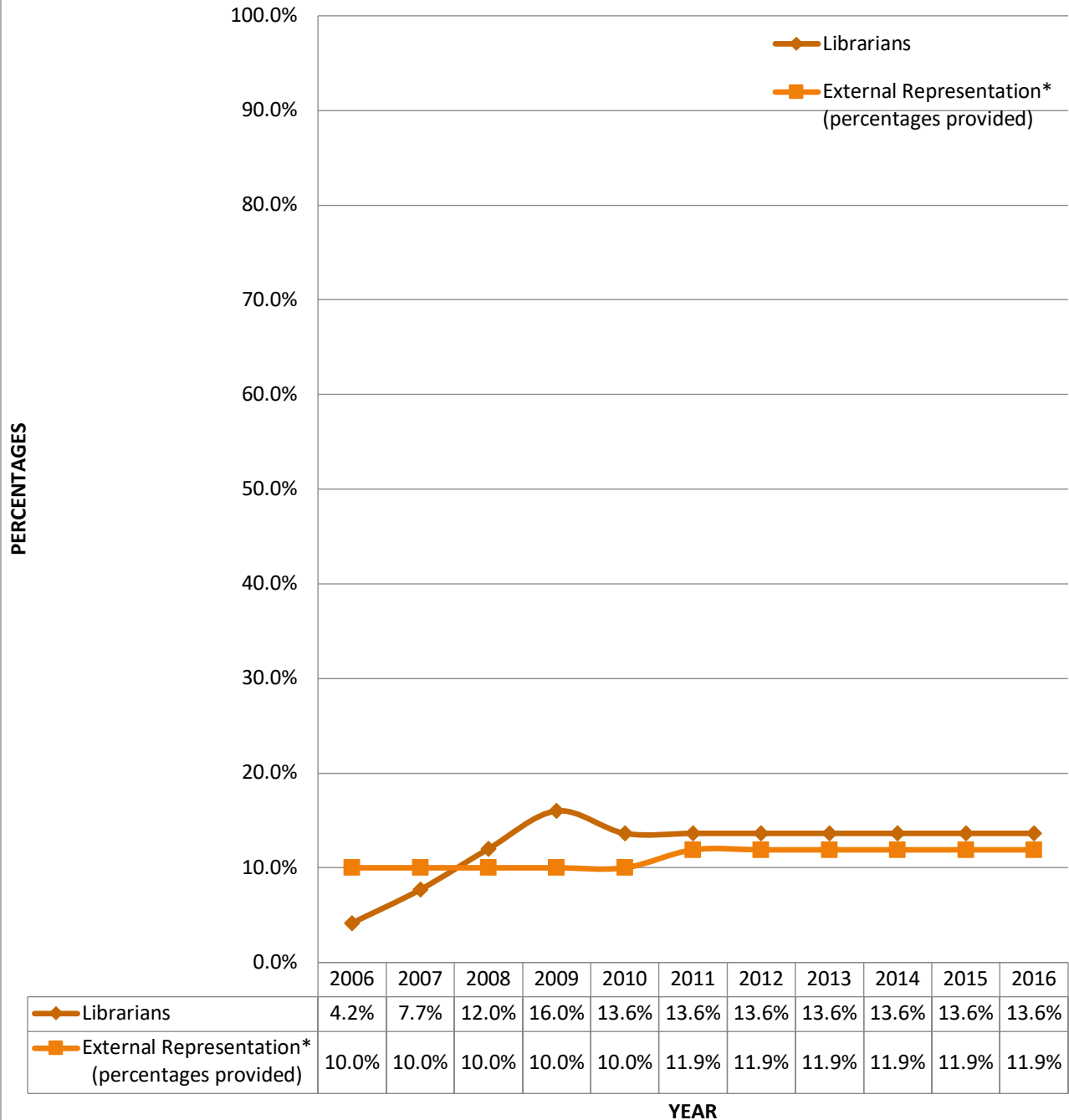
based on Statistics Canada's 2006 National Census data.
 based on Statistics Canada's 2011 National Household Survey data.

Professors (Tenured or Tenure-Track) by Rank Visible Minorities 2006-2016



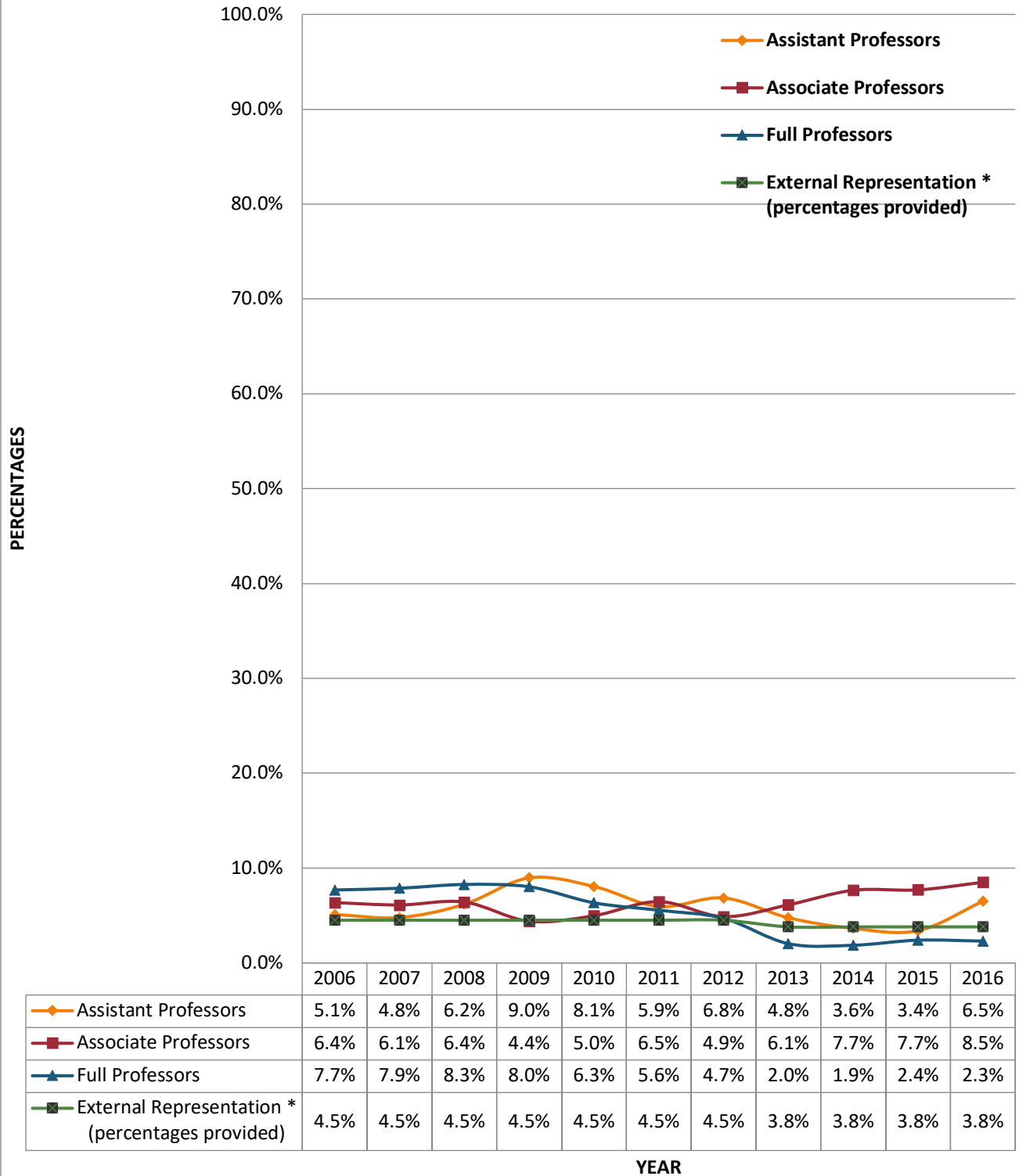
Based on Statistics Canada's 2006 National Census data.
and Statistics Canada's 2011 National Household Survey data.

Librarians Visible Minorities 2006-2016



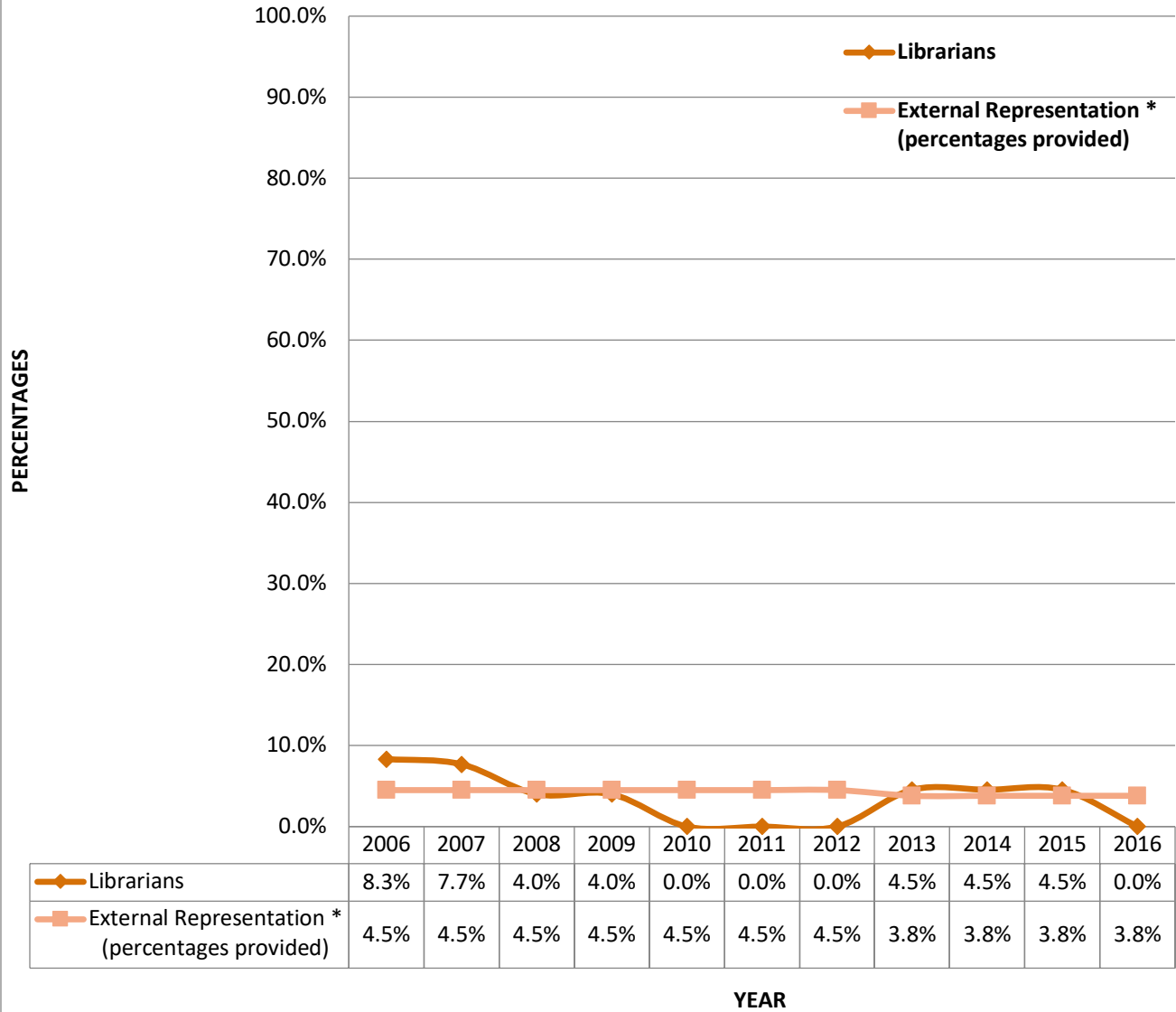
based on Statistics Canada's 2006 National Census data.
 based on Statistics Canada's 2011 National Household Survey data.

Professors (Tenured and Tenure-Track) Persons with Disabilities 2006-2016



based on Statistics Canada's 2006 National Census data.
 and Statistics Canada's 2011 National Household Survey data.

Librarians Persons with Disabilities 2006-2016



based on Statistics Canada's 2006 National Census data.
 † Statistics Canada's 2011 National Household Survey data.

5 UPDATE OF 2015 & 2016 REPORT *NEXT STEPS* AND RECOMMENDATIONS

This section of the RCEE Report provides an update of the *next steps* and recommendations that were in the September 2016 RCEE Report. The *next steps* and recommendations were organized within 3 categories: Data, Enhancing Equity, and Enhancing the Equity Infrastructure. The categories of Data, Enhancing Equity, Enhancing the Equity Infrastructure are the only ones included in this status update.

Item	2016 Report <i>Next Steps</i> and Recommendations	Status
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
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
Item	Follow-up Items from the 2015 RCEE Report:	Status
4.	RCEE will follow up with Administration for an update on the status of Recommendations 3a and 3b from the 2015 Report: 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 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 <u>Note:</u> A basic sentence is in ads of the University's commitment and a good example was used for the SPF 50 text on the Provost's website	Not Yet Completed (discussion in progress) Partially Completed
5.	RCEE will follow up with Administration regarding the status of Recommendation 1 under Equity Items Actioned at Time of Report from the 2015 Report. Specifically, "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." <u>Note:</u> Completed via the PIPS Program	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 3 categories: Data, Enhancing Equity, and Enhancing the Equity Infrastructure.

Data

No new recommendations in this area.

Enhancing Equity

- 1) **RCEE recommends** that the University declares the valuing of equity/diversity more prominently and clearly in job advertisements such as in the example of the website for the SPF 50 positions.
- 2) **RCEE recommends** that the University ensures equity is weighted on all hiring grids.

Enhancing the Equity Infrastructure

The following recommendations or *next steps* are following up on items from the 2015 and 2016 RCEE Reports:

- 3) RCEE will follow up with Administration for Recommendations 3a and 3b from the 2015 Report.
- 4) RCEE will follow up with Administration regarding the recommendation "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."

RCEE Committee Members:

Kaye Johnson
Victoria Paraschak
Vicki Jay Leung
Alison Samson