

**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 2018

## 1 BACKGROUND

---

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

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

The RCEE 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 Diversity & Equity Assessment & Planning (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. As a response to feedback that had been provided to Queen's by way of the experiences of users, an enhanced DEAP Tool 2.0 was created, followed by a further enhanced 2.1 version. The University was able to transfer over to this updated version in winter 2018, and it is now in use. Information on the DEAP Tool can be found at <http://www.uwindsor.ca/ohrea/95/deap-tool>.

## 2 ACTIVITIES AND KEY ISSUES FOR 2017-2018

---

The RCEE activities and key issues continued to be 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.

Agenda items addressed in committee meetings included:

- 1) Terms of Reference as Contained in WUFA CA, Article 30
- 2) Review 2017 EE Data on Faculty Members—Confirm Significant Under-Representation
- 3) Retirement & Termination Data
- 4) Discipline-Specific Availability Pool Data
- 5) Progression Charts for Designated Groups
- 6) SPF 50 Hires—Rounds 1, 2, & 3 and Regular New Faculty Hires
- 7) President’s Indigenous Peoples Scholars (PIPS) Program
- 8) Proposed Job Ad Statement re EE Commitment
- 9) EE Data for Equity Assessors Assigned to a Committee
- 10) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
- 11) Follow-up with Provost Regarding Items from RCEE 2015 & 2016 Reports
- 12) Items for Provost’s Council Discussion
- 13) Equity Assessor Service

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.

The RCEE 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 had followed up with the development of the President's Indigenous Peoples Scholars (PIPS) Program, resulting in the addition of five new Indigenous scholars. The program was an excellent example of an initiative that was the result of collaboration between the Administration and WUFA, in which many parties committed to and followed up on the idea.

Following the success of the PIPS program in increasing the representation of scholars in the designated group Aboriginal peoples, the RCEE recommends the University proactively move forward to consider a similar initiative in other academic areas to effectively enhance the equity profile.

**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.

RCEE noted that the issue of having more Equity Assessors serve a turn on a committee continues to be a challenge. As part of the ongoing discussion for proactive solutions, a discussion was held with the Deans at the Provost's Council. It was decided that it would be helpful if they received an annual list of the committees on which the faculty members in their unit served as an Equity Assessor.

**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.

RCEE has identified issues that while outside the scope of the committee's mandate, have an impact on recruitment and retention aspects of equity. These next two recommendations are under the category of equity items that are outside the mandate of the committee.

RCEE believes that the teaching and research excellence awards have been very successful in recognizing and encouraging excellence in these areas. The addition of academic service awards would send a message of the importance of service as the third pillar of professional responsibilities.

**RCEE recommends** the University explore the addition of academic service awards. Included would be recognition of service of Equity Assessors.

RCEE has discussed the ongoing anecdotal commentary that there are inequities that manifest in the committees on which various faculty members serve. In addition, there may be pressures to serve on many committees as a specific designated group representative.

**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.

In last year's Report, RCEE had recommended that equity/diversity should appear more prominently and clearly in job advertisements. This was in addition to what present ads contain: "We are a welcoming community committed to equity and diversity in our teaching, learning, and work environments." It was noted that a clearer statement has been reflected in a few recent advertisements.

There has been a marked improvement in academic units using the equity data in the hiring process. An area that could be further enhanced is that some units could ensure more meaningful equity evaluation considerations at the pre-interview stage in order to have a better inclusion of under-represented designated group members at the interview stage.

It was noted that Recommendation 3a from the 2015 RCEE Report had been tied to the Provost's SPF 50 initiative. The recommendation was: "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." Now that the SPF 50 has ended, this is no longer applicable. However, the University should seek other similar opportunities to proactively encourage equity.

### 3 PROMISING PRACTICES FEATURE – PRESIDENT’S INDIGENOUS PEOPLES SCHOLARS PROGRAM (PIPS)

---

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, enables units to serve as a resource for others, and shares ideas that may be adopted or adapted in other areas in the University. This year, the RCEE has elected to feature a program instead of a unit; specifically the President’s Indigenous Peoples Scholars program (PIPS).

In the 2017-2018 academic year, the University successfully filled 5 tenure-track faculty positions as part of the President’s Indigenous Peoples Scholars program (PIPS). Applications had been invited from Indigenous scholars (First Nations, Métis, or Inuit) from any discipline. In the end, the successful candidates for all 5 positions were in FAHSS. The specific AAUs were English, Philosophy, Political Science, Psychology, and Women’s and Gender Studies.

The PIPS program was created as an initiative to further address the under-representation or absence of Indigenous faculty in almost all AAUs. In addition, the initiative represented the University’s commitment to the Universities Canada Principles of Indigenous Education, and the recognition of the Truth and Reconciliation Commission (TRC) of Canada’s reports and findings. For more information on the Universities Canada Principles of Indigenous Education, visit <https://www.univcan.ca/media-room/media-releases/universities-canada-principles-on-indigenous-education/>. More information on the TRC can be found in the website of the National Centre for Truth and Reconciliation at <http://www.trc.ca/websites/trcinstitution/index.php?p=905>.

According to the University (see <http://www.uwindsor.ca/indigenous-peoples/297/presidents-indigenous-peoples-scholars-program>), the purpose of the PIPS program is to:

- *Advance the academic careers of Indigenous scholars.*
- *Increase the strength and diversity of Indigenous voices and stimulate dialogue about indigeneity on our campus.*
- *Expand the community of qualified, promising Indigenous scholars on campus.*
- *Support and enhance Indigenous educational leadership at the University.*
- *Foster greater intercultural engagement among Indigenous and non-Indigenous students, faculty, and staff.*

The University’s Aboriginal Education Council (AEC) was involved in various stages of the hiring process, including meeting with each candidate for each of the positions and providing feedback to the various Appointments Committees. It was an excellent learning opportunity, as discussions took place regarding matters such as differences in expectations surrounding what constitutes consultation, as well as the various faculty hiring requirements. The AEC is leading an initiative that will review the consultation process and provide insight for future practices.

It is important to note that four other tenure-track positions, one visiting scholar, and two sessional instructor positions were filled within the last few years with Indigenous scholars outside of the PIPS program. Profiles can be found at <http://www.uwindsor.ca/indigenous-peoples/299/indigenous-faculty-profiles>.

The RCEE is pleased with the University’s steps in increasing the representation, participation, and contributions of Indigenous scholars, while still encouraging ongoing efforts in this area. The impact of the PIPS program on representation in the designated group Aboriginal Peoples is not in the progression charts of this Report, as these charts are up to 2017, while the Indigenous scholars under the program were hired in 2018. However, the table and chart on page 9 do include the increased Indigenous representation in 2018.

## 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 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 tables and charts that are specific to the SPF 50 positions. The charts provide the data regarding the designated group hires within this initiative, as well as the designated group hires through regular faculty hires in the year. As the SPF 50 initiative was completed in 2018, a final chart and table have been added for the years 2016-2019. This provides a view of the impact on designated group representation through hiring. In addition, it provides an ability to see the impact of the PIPS program on the representation in the Aboriginal designated group as of September 2018, without having to wait until next year for the 2019 progression reports.

### **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.)

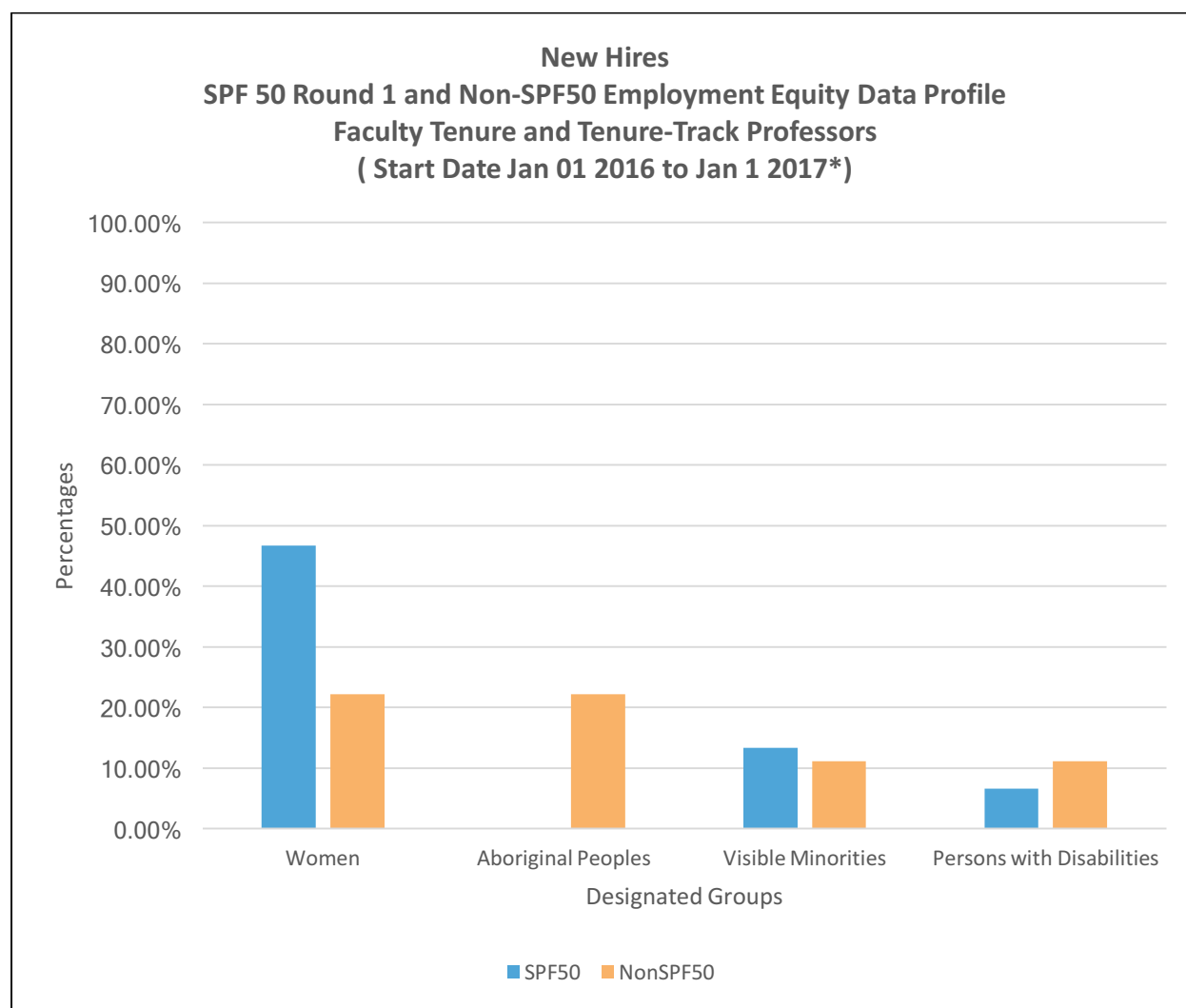
These data include information from the University of Windsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2017.

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.

**New Hires - SPF 50 Round 1 and Non-SPF50 Faculty**

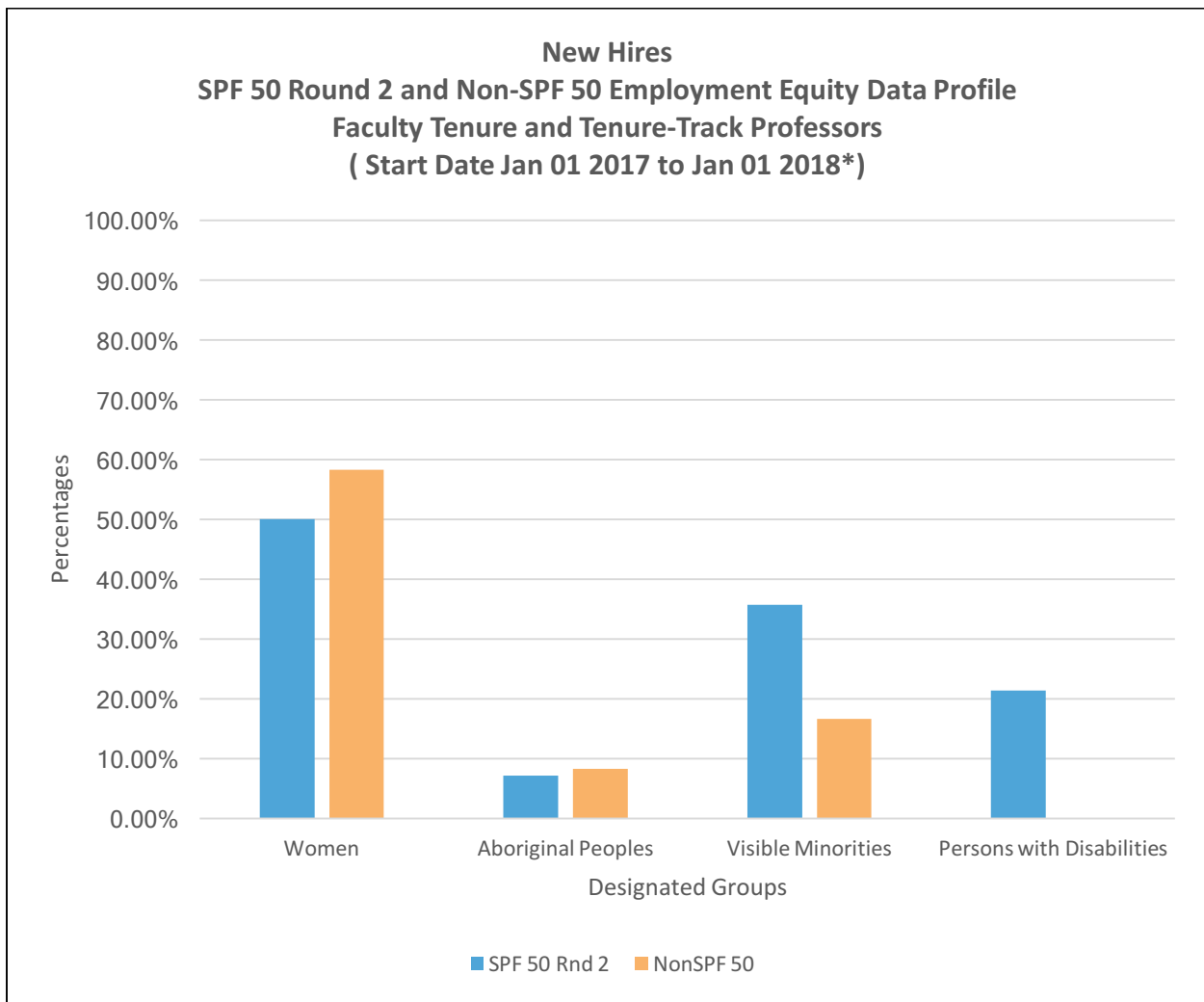
<b>New Hires                      SPF 50 Round 1 and Non-SPF 50 Employment Equity Data Profile                      Faculty Tenure and Tenure-Track Professors                      ( Start Date Jan 01 2016 to Jan 01 2017*)</b>				
	<b>Women</b>	<b>Aboriginal Peoples</b>	<b>Visible Minorities</b>	<b>Persons with Disabilities</b>
SPF 50 Rnd 1	46.67%	0.00%	13.33%	6.67%
NonSPF 50	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**

<b>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*)</b>				
	<b>Women</b>	<b>Aboriginal Peoples</b>	<b>Visible Minorities</b>	<b>Persons with Disabilities</b>
SPF 50 Rnd 2	50.00%	7.14%	35.71%	21.43%
NonSPF 50	58.33%	8.33%	16.67%	0.00%

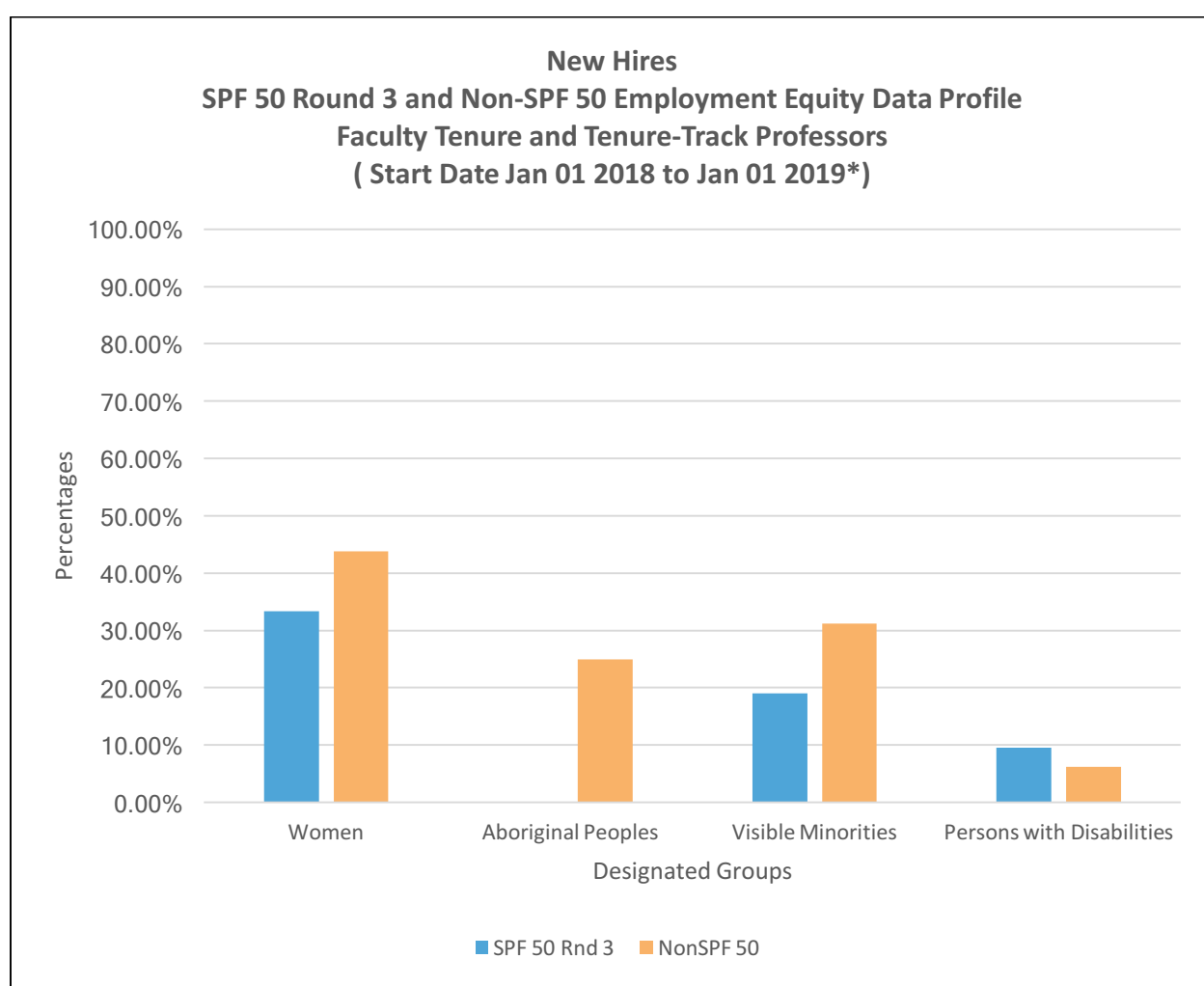


\* Includes 1 SPF 50 Round 2 new hire with start date of January 01/2018  
 Includes 1 Non-SPF 50 new hire with start date of December 01/2017  
 Does not include 3 SPF 50 Round 1 new hires with start date of January 01/2017, as they were included in the 2016 report



**New Hires - SPF 50 Round 3 and Non-SPF 50 Faculty**

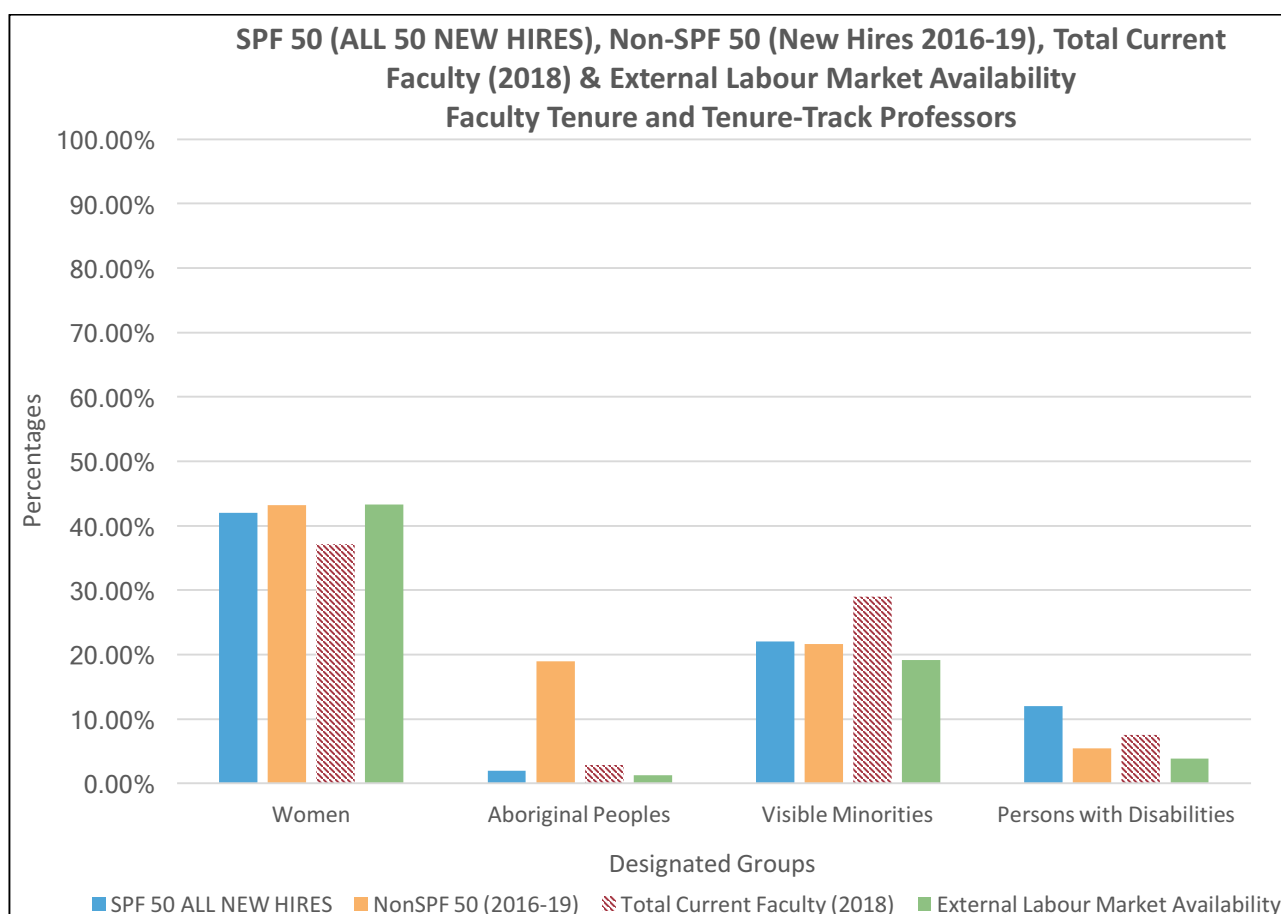
<b>New Hires                      SPF 50 Round 3 and Non-SPF 50 Employment Equity Data Profile                      Faculty Tenure and Tenure-Track Professors                      ( Start Date Jan 01 2018 to Jan 01 2019*)</b>				
	<b>Women</b>	<b>Aboriginal Peoples</b>	<b>Visible Minorities</b>	<b>Persons with Disabilities</b>
SPF 50 Rnd 3	33.33%	0.00%	19.05%	9.52%
NonSPF 50	43.75%	25.00%	31.25%	6.25%



\* Includes 1 SPF 50 Round 3 new hire with start date of January 01/2019  
 Includes 3 Non-SPF 50 new hire with start date of January 01/2019  
 Does not include 1 SPF 50 Round 2 new hire with start date of January 01/2018, as they were included in the 2017 report

**SPF 50 (All 50 New Hires 2016-19), Non-SPF 50 (New Hires 2016-19), and Total Current Faculty & External Labour Market Availability**

<b>SPF 50 (All 50 New Hires), Non-SPF 50 (New Hires 2016-19), Total Current Faculty Employment Equity Data Profile &amp; External Labour Market Availability</b>				
<b>Faculty Tenure and Tenure-Track Professors</b>				
	<b>Women</b>	<b>Aboriginal Peoples</b>	<b>Visible Minorities</b>	<b>Persons with Disabilities</b>
SPF 50 (All 50 New Hires)	42.00%	2.00%	22.00%	12.00%
NonSPF 50 (New Hires 2016-19)	43.24%	18.92%	21.62%	5.41%
Total Current Faculty (2018)*	37.15%	2.81%	28.94%	7.56%
External Labour Market Availability**	43.3%	1.3%	19.1%	3.8%



\* Total current faculty as of Sept 2018 (tenure and tenure-track faculty only).

Adjusted to exclude faculty that resigned in 2016-19

\*\* National Household Survey (NHS 2011) & Canadian Survey on Disabilities (CSD 2012)

**Professors and Librarians – Internal Representation**

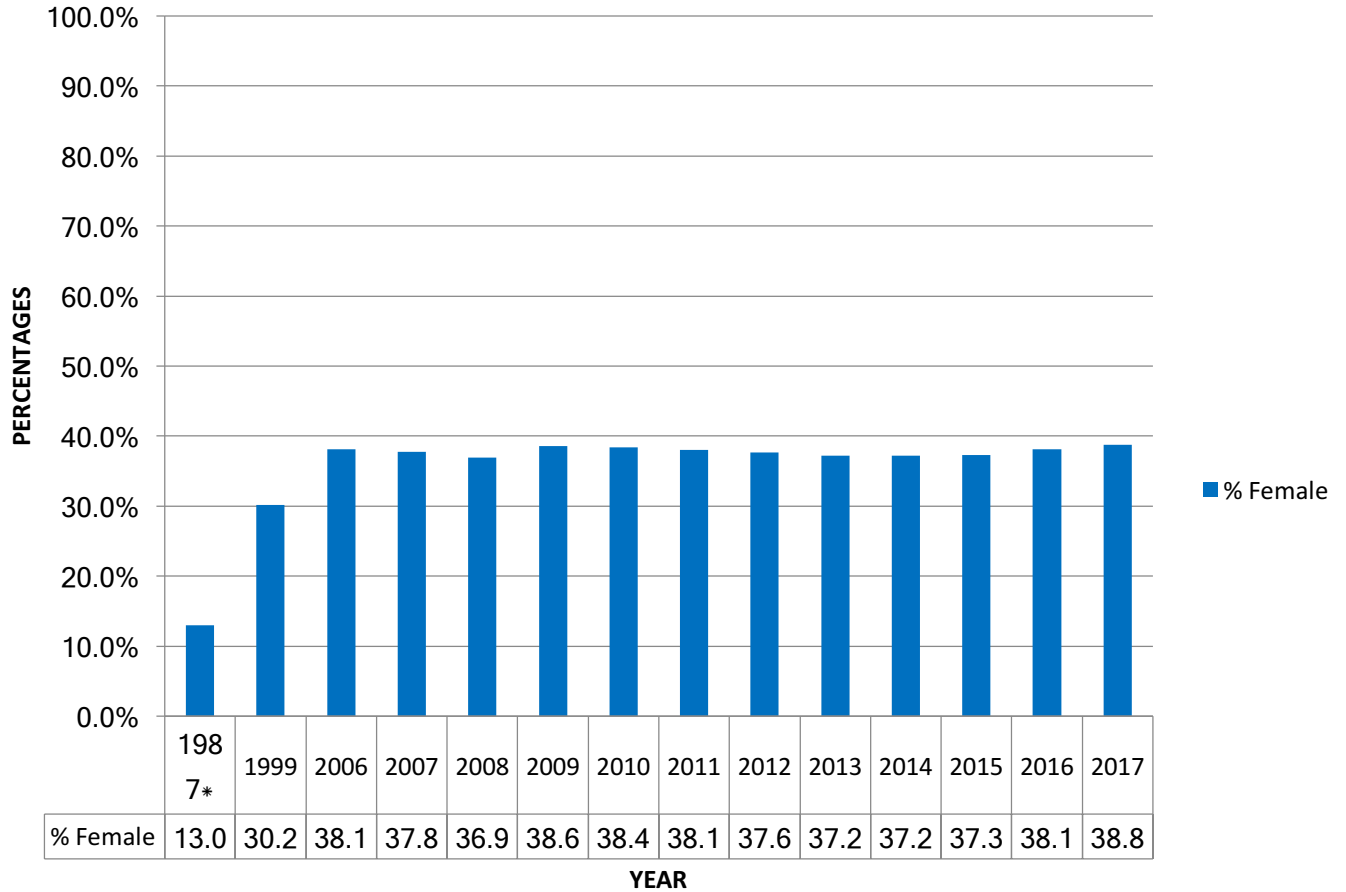
	1987 *	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Total</b>	<b>484</b>	<b>431</b>	<b>514</b>	<b>508</b>	<b>515</b>	<b>503</b>	<b>498</b>	<b>486</b>	<b>481</b>	<b>470</b>	<b>454</b>	<b>483</b>	<b>462</b>	<b>464</b>
<b>Male</b>	<b>421</b>	<b>301</b>	<b>318</b>	<b>316</b>	<b>325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

\* 1987 data does not include librarians

**Professors (Excluding Librarians) – Internal Representation**

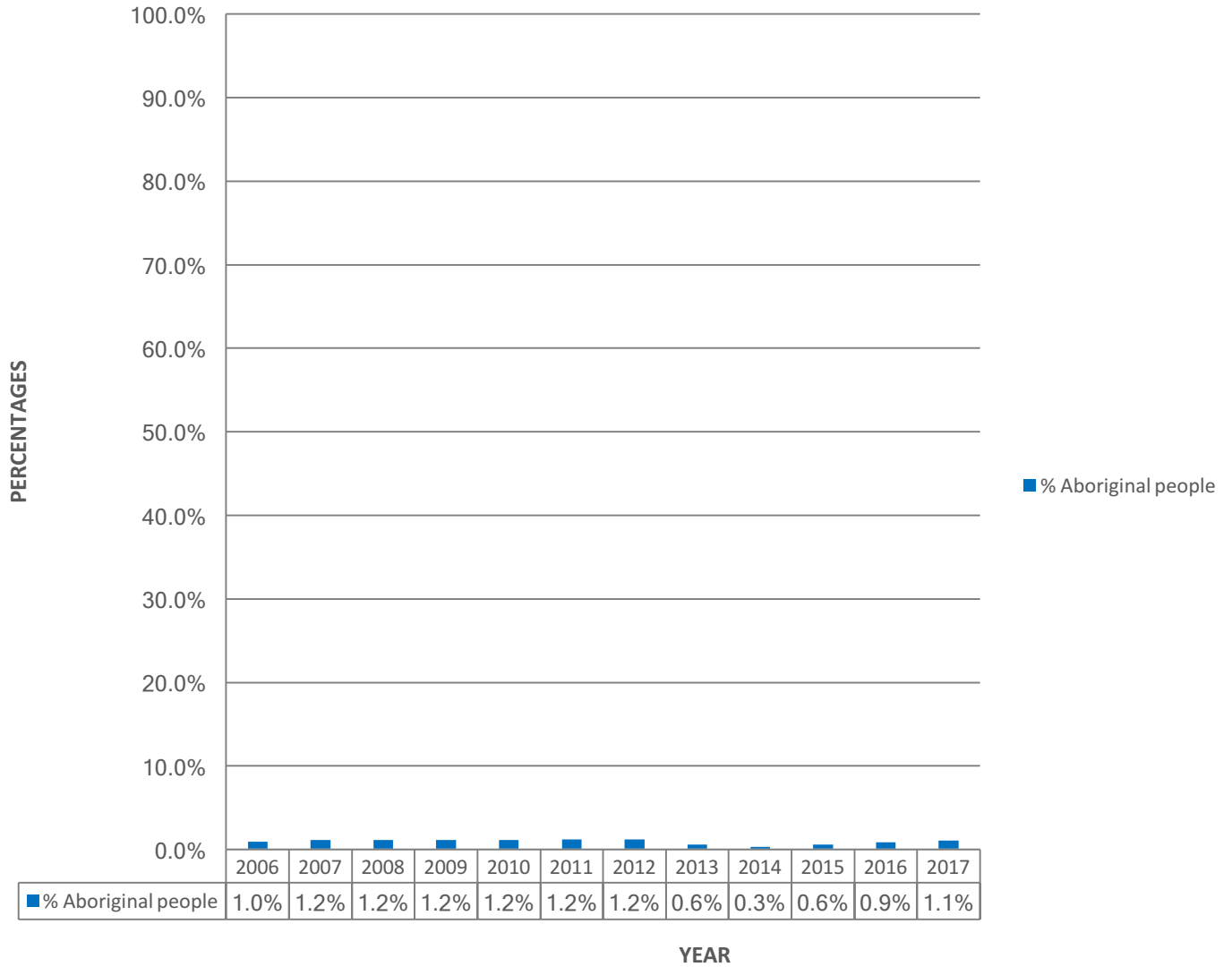
	1987	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
<b>Total</b>	<b>484</b>	<b>409</b>	<b>490</b>	<b>482</b>	<b>490</b>	<b>478</b>	<b>477</b>	<b>465</b>	<b>460</b>	<b>449</b>	<b>433</b>	<b>461</b>	<b>440</b>	<b>444</b>
<b>Male</b>	<b>421</b>	<b>292</b>	<b>309</b>	<b>307</b>	<b>318</b>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

**Professors & Librarians (Internal Representation)  
Women  
1987, 1999, 2006-2017**

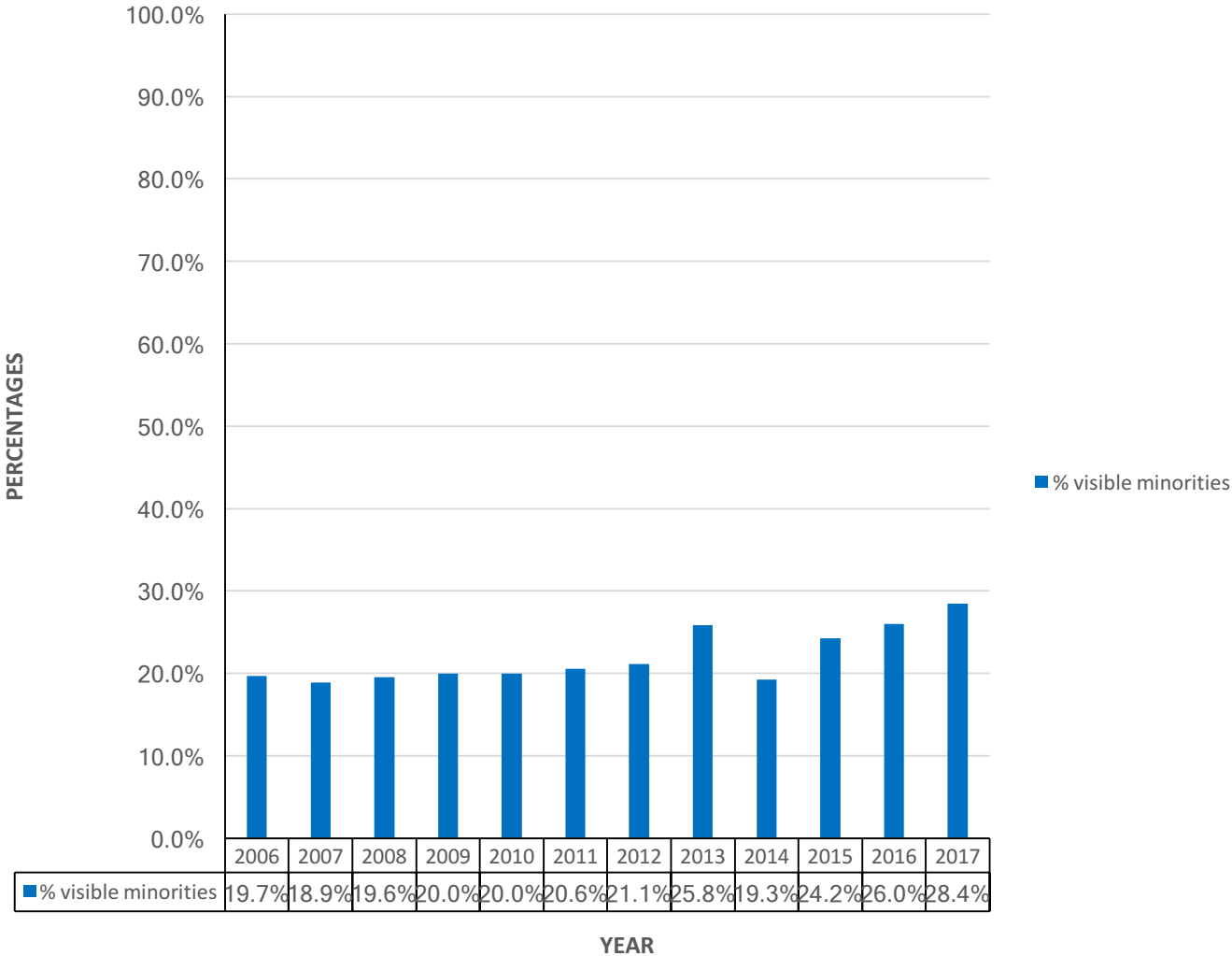


(\*1987 does not include Librarians)

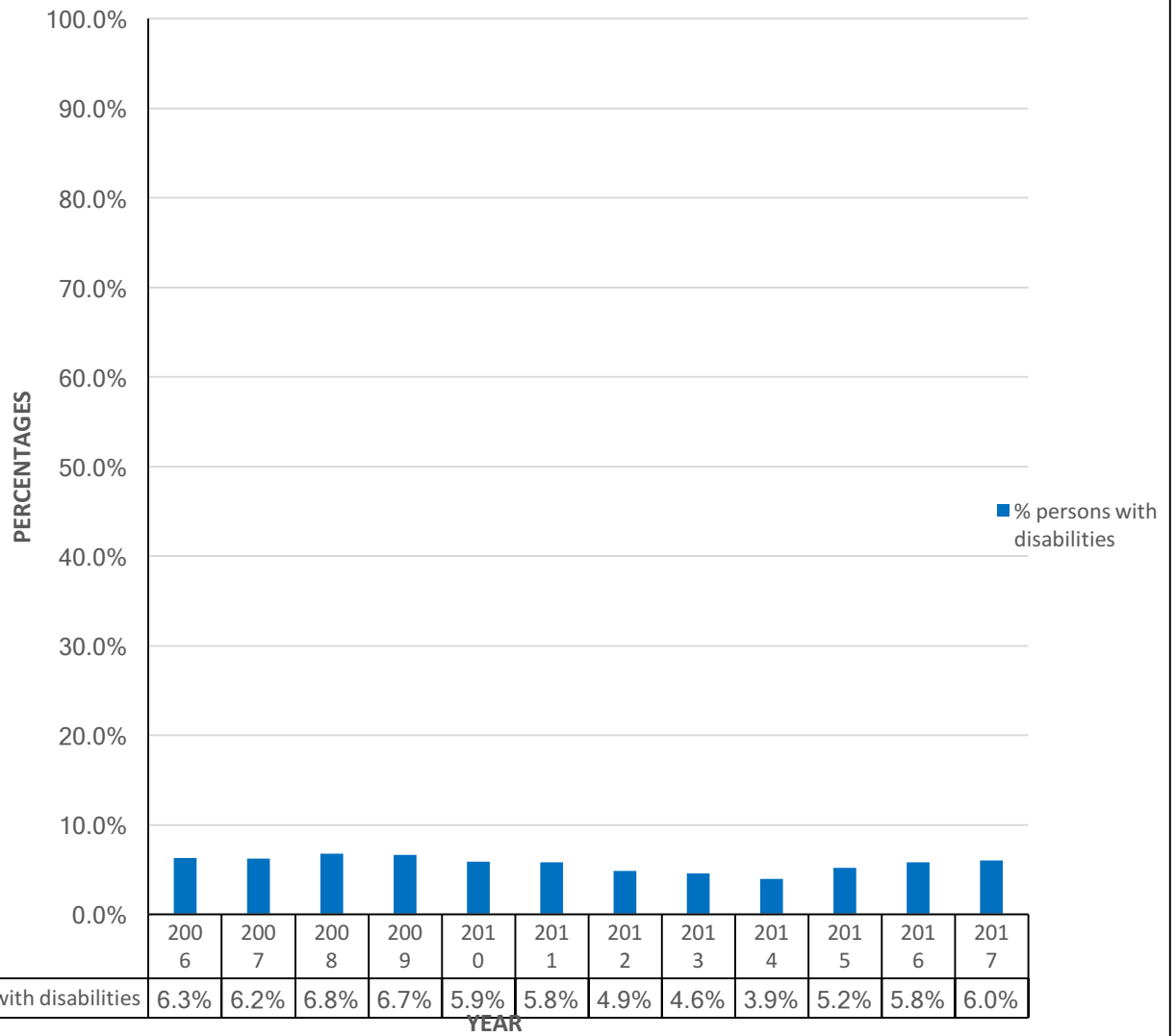
## Professors & Librarians (Internal Representation) Aboriginal Peoples 2006-2017



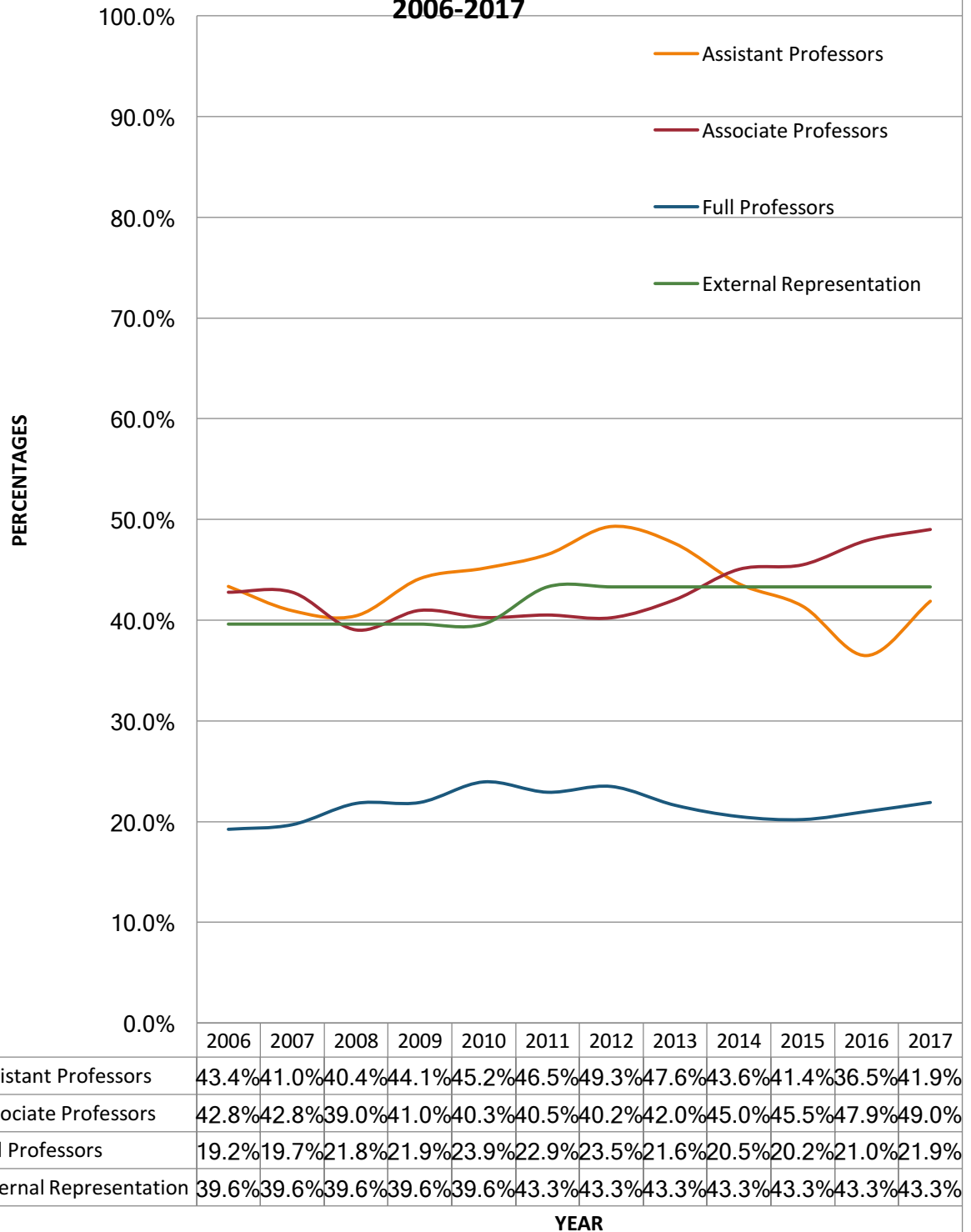
### Professors & Librarians (Internal Representation) Visible Minorities 2006-2017



## Professors & Librarians (Internal Representation) Persons with Disabilities 2006-2017



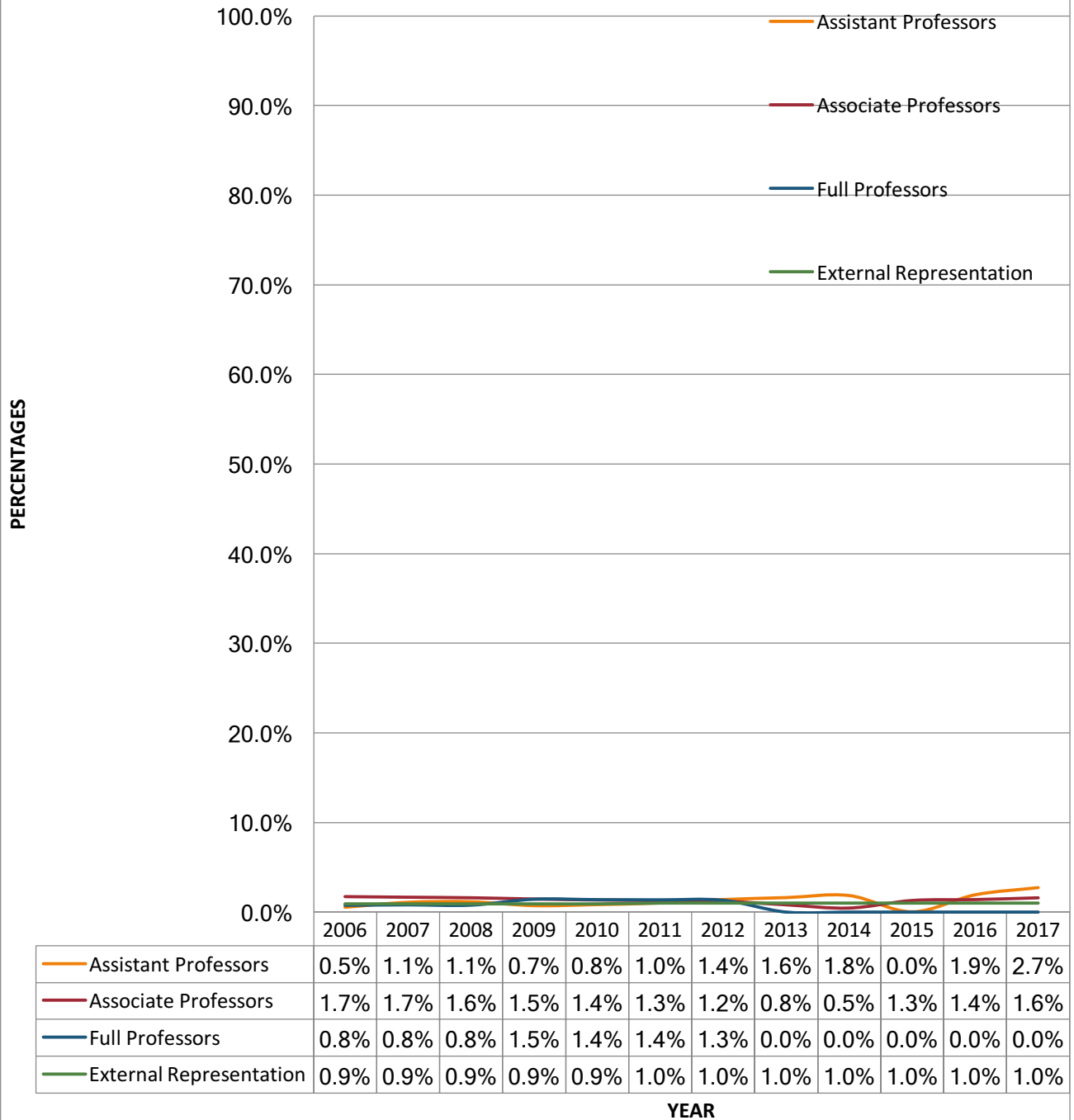
**Professors (Tenured or Tenure-Track) By Rank  
Women  
2006-2017**



\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

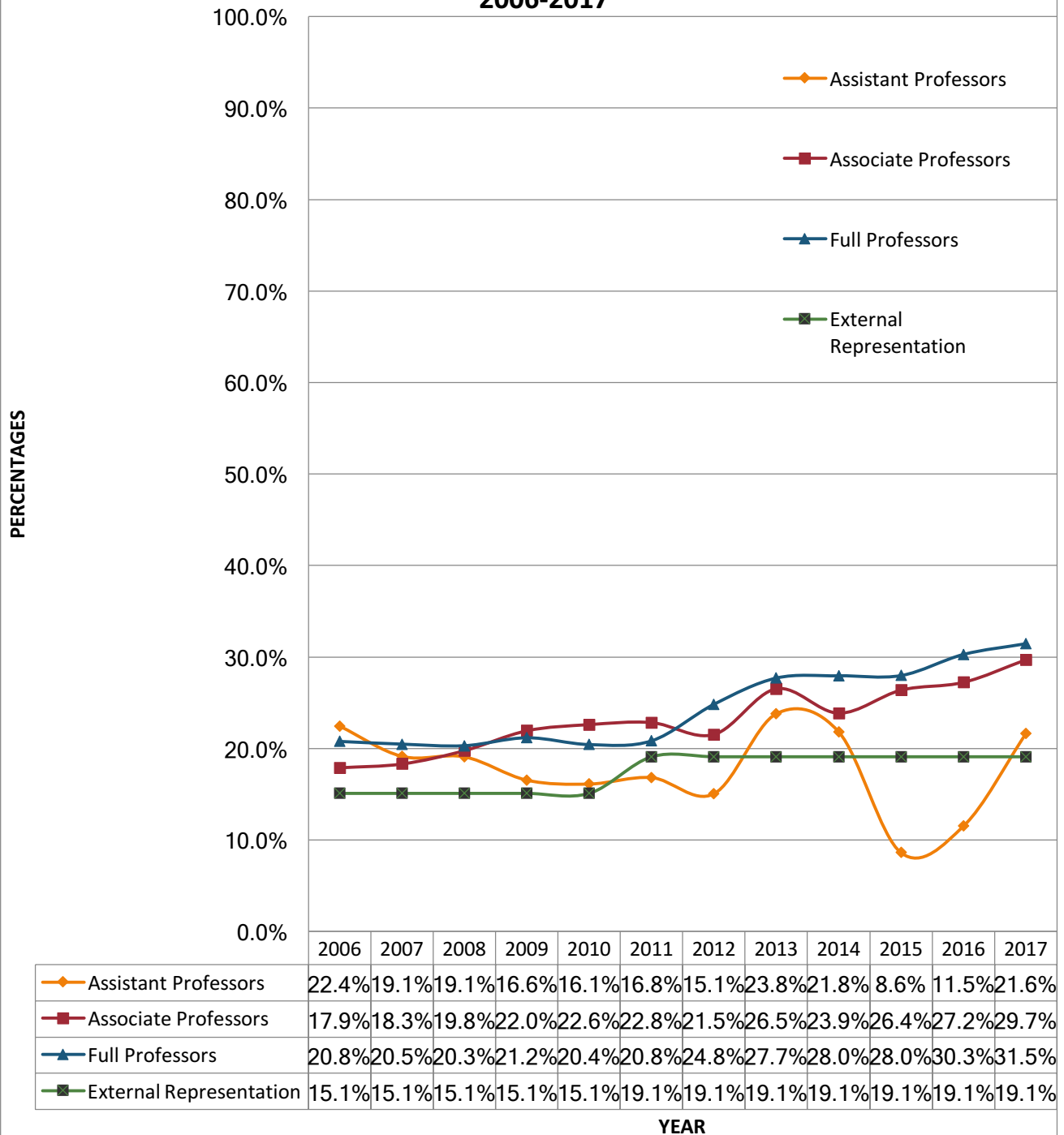


### Professors (Tenured or Tenure-Track) By Rank Aboriginal Peoples 2006-2017



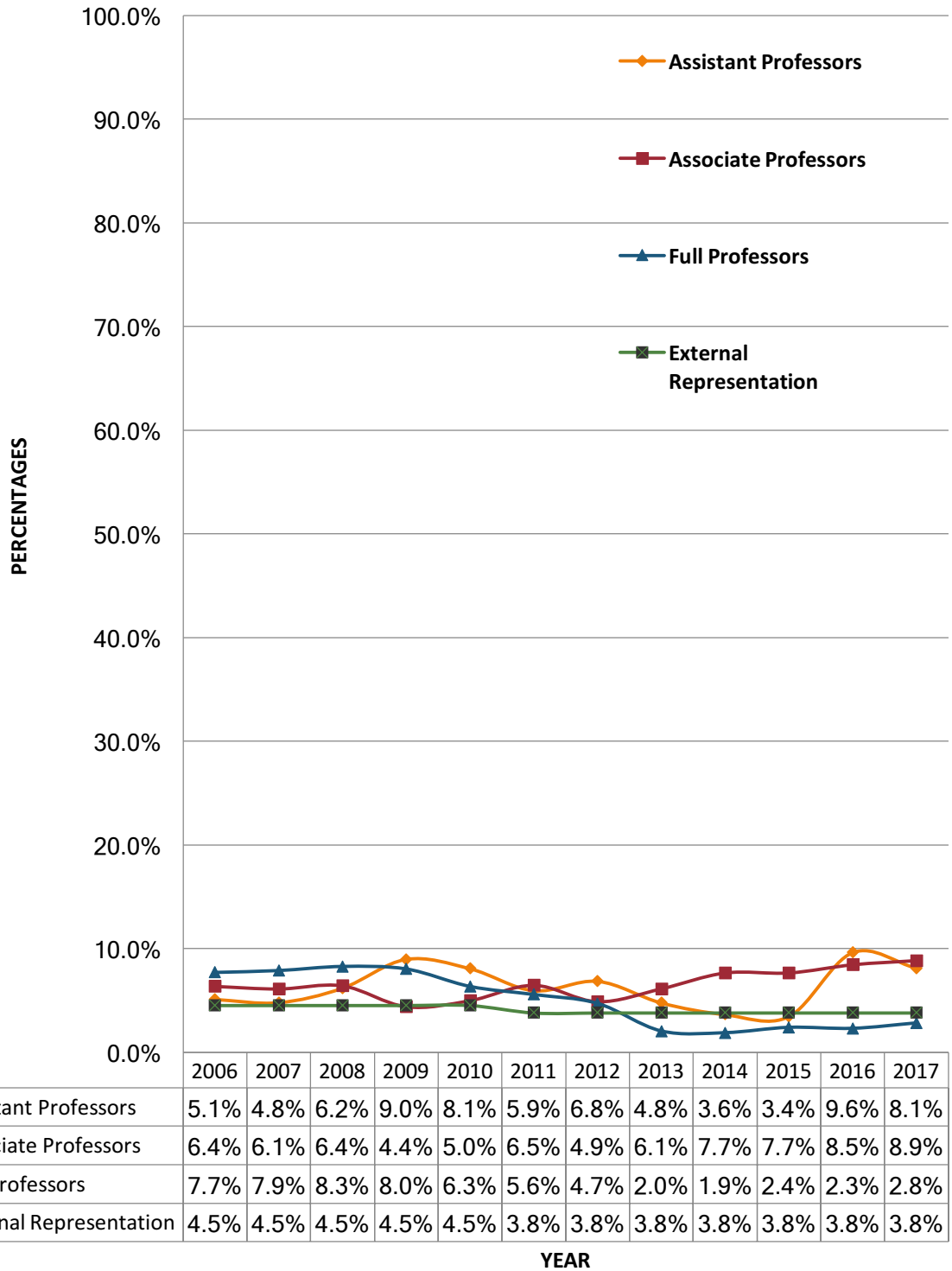
\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

### Professors (Tenured or Tenure-Track) By Rank Visible Minorities 2006-2017



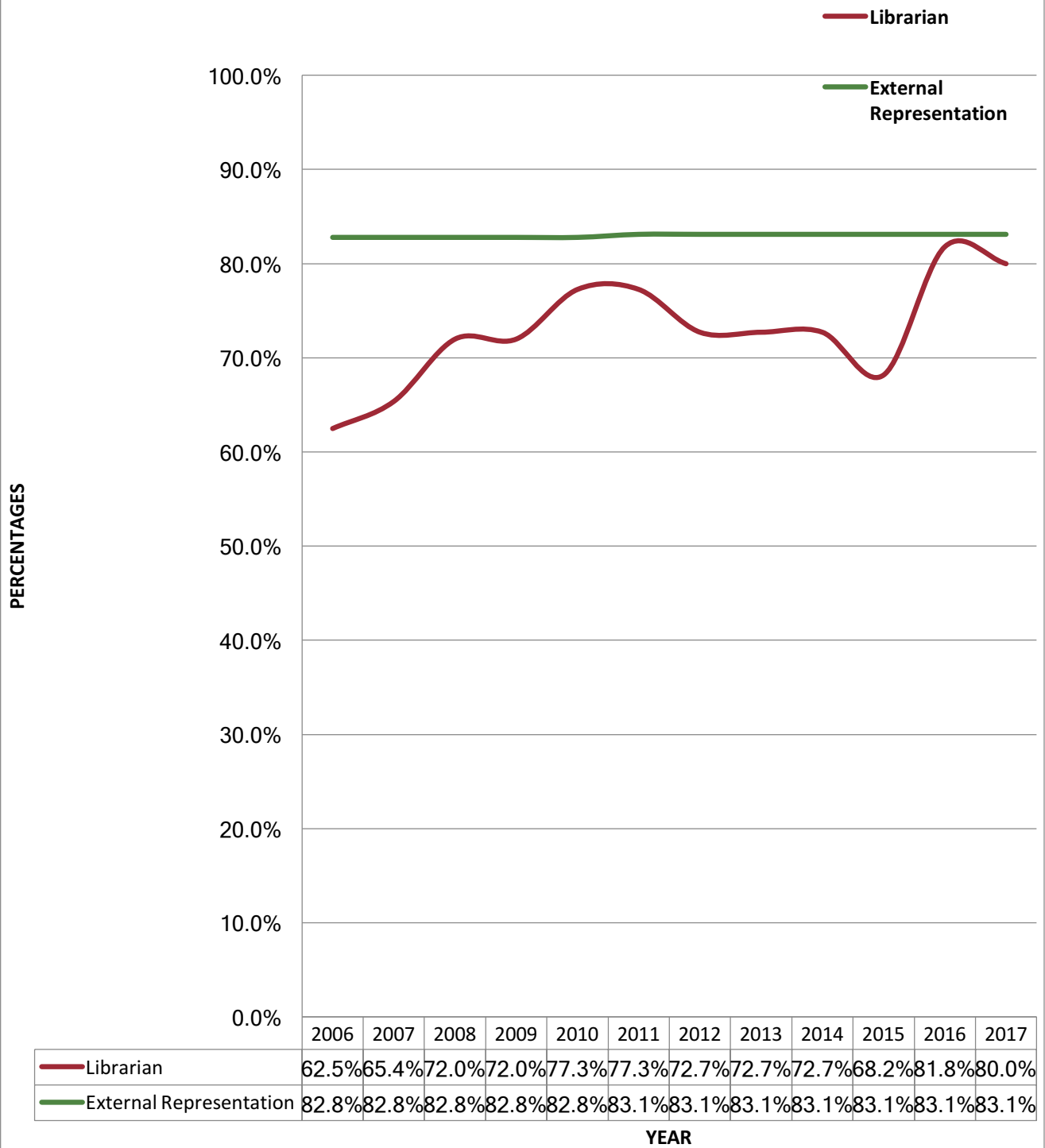
\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

**Professors (Tenured and Tenure-Track) By Rank  
Persons with Disabilities  
2006-2017**



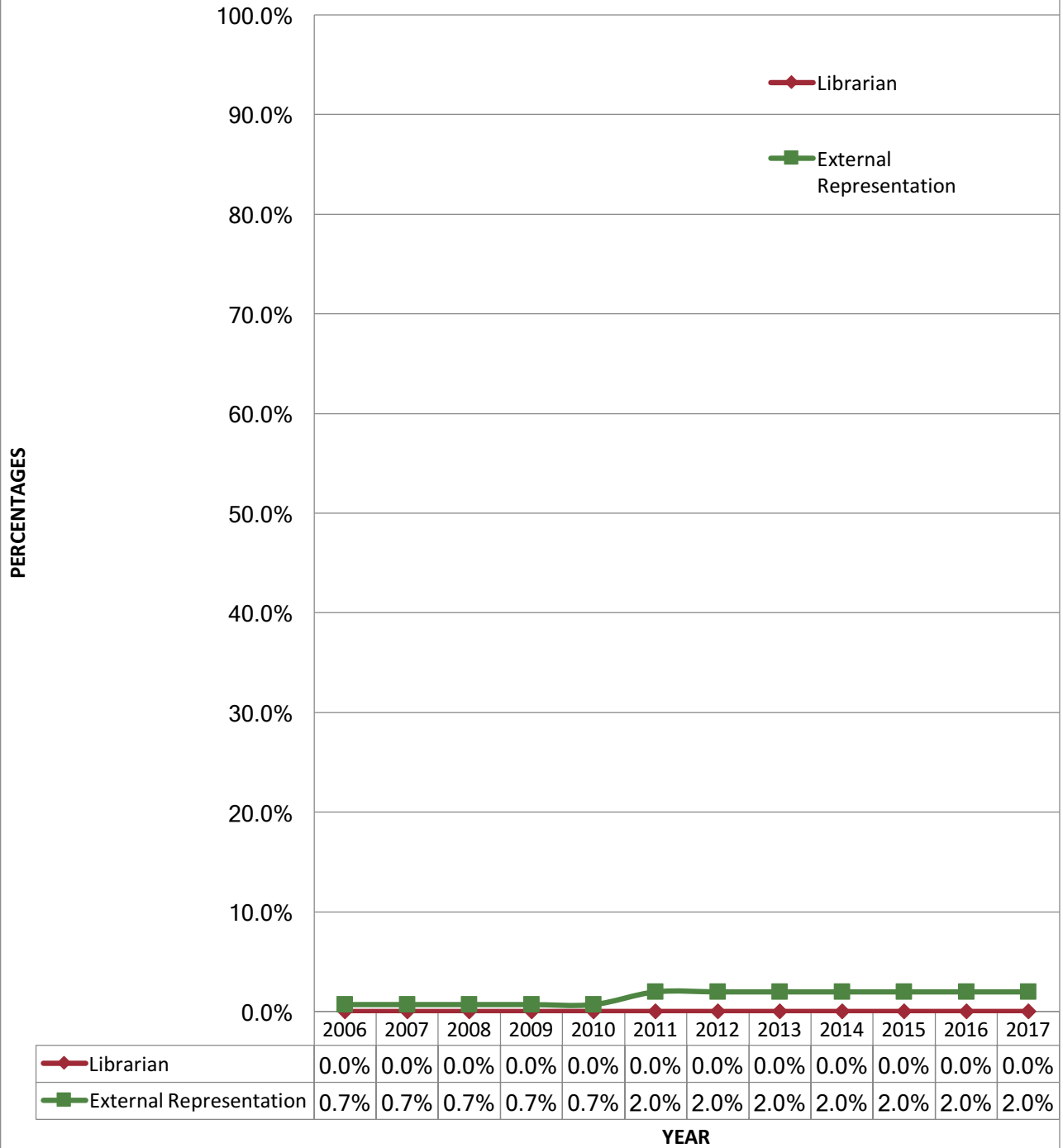
\* 2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

## Librarians - Women 2006-2017



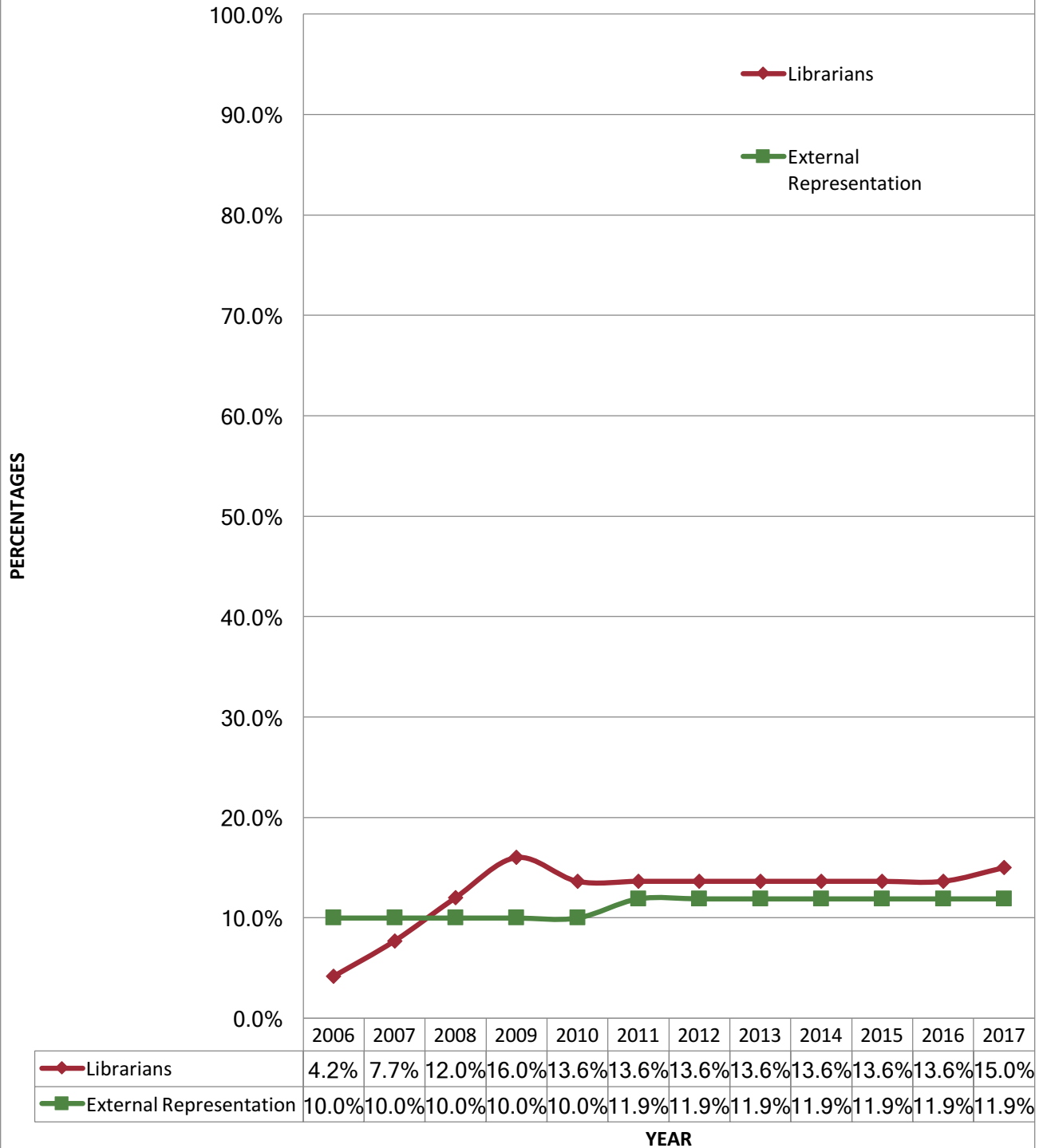
\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
 2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

### Librarians - Aboriginal Peoples 2006-2017



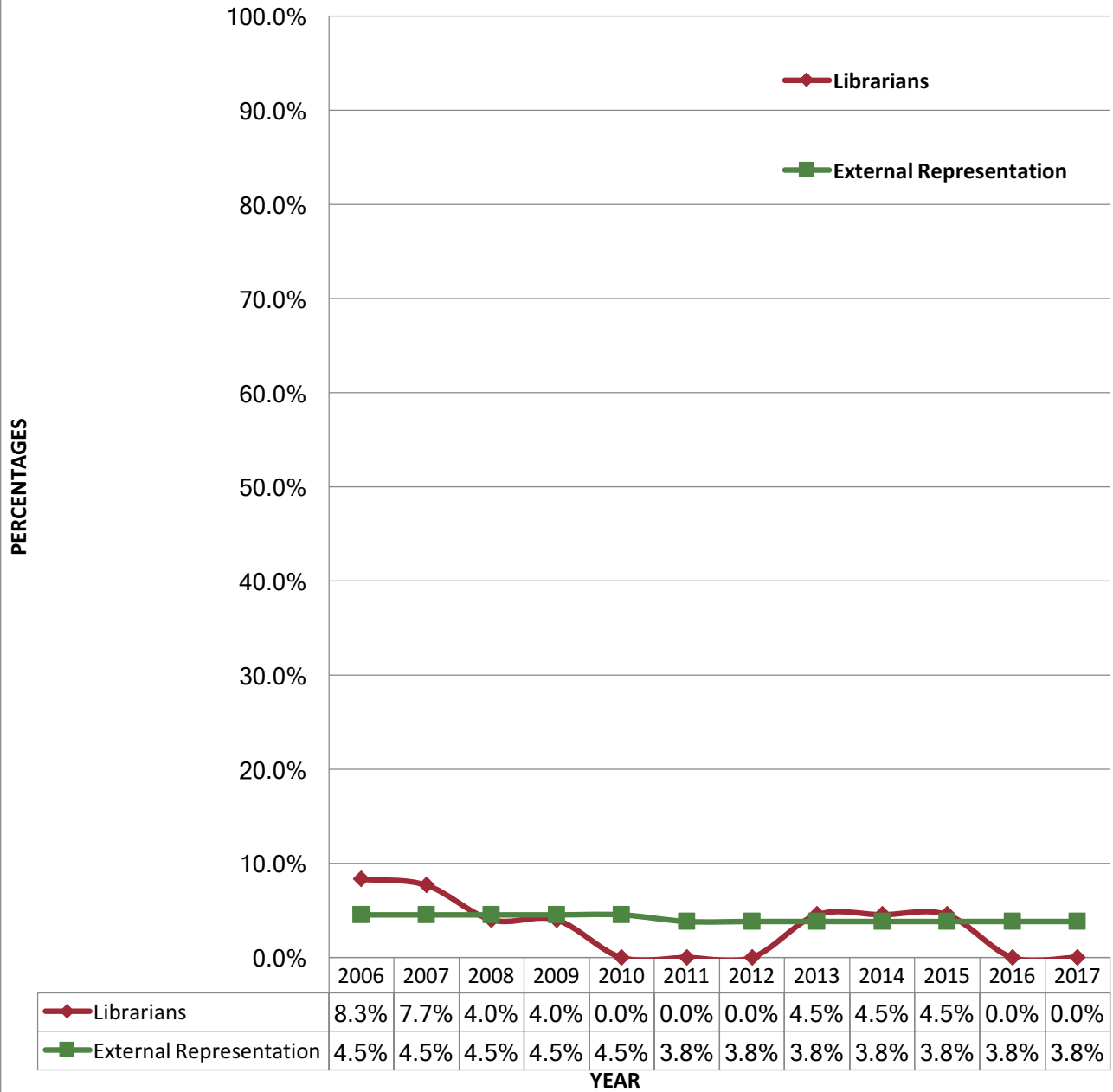
\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

### Librarians - Visible Minorities 2006-2017



\*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

## Librarians - Persons with Disabilities 2006-2017



\* 2006-2010 external representation is based on Statistics Canada's 2006 National Census data.  
2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

## 5 UPDATE ON OUTSTANDING RECOMMENDATIONS FROM THE 2015, 2016 & 2017 REPORTS

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

Item	2017 Report <i>Next Steps</i> and Recommendations	Status
1.	<b>RCEE recommends</b> 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.	In Preliminary Use
2.	<b>RCEE recommends</b> that the University ensures equity is weighted on all hiring grids.	Not Yet Completed
Item	2016 Report <i>Next Steps</i> and Recommendations	Status
3.	<b>RCEE recommends</b> 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	Follow-up Items from the 2015 RCEE Report:	Status
4.	<p>RCEE will follow up with Administration for an update on the status of Recommendations 3a and 3b from the 2015 Report:</p> <p>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</p> <p><u>Note:</u> This recommendation was specifically tied to the three year SPF 50 initiative. As the SPF 50 program has ended, this is no longer applicable.</p> <p>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.</p> <p><u>Note:</u> A basic sentence is in ads of the University's commitment. A few units have begun using more prominent and clearly defined language.</p>	<p>No Longer Applicable</p> <p>Partially Completed</p>



## 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 new recommendations in this area.

### Enhancing Equity

- 1) **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.

### Enhancing the Equity Infrastructure

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

- 2) **RCEE recommends** under *Next Steps* that OHREA provide an annual list of individual Equity Assessor activities to the Deans and Heads at the end of each academic year.

### 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:

- 3) **RCEE recommends** the University explore the addition of academic service awards. Included would be recognition of service of Equity Assessors.
- 4) **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.

### RCEE Committee Members:

Kaye Johnson  
Victoria Paraschak  
Vicki Jay Leung  
Alison Samson