**University of Windsor**
**Senate**


5.7.1:        **Review Committee on Employment Equity (RCEE) Annual Report 2015-2016**


Item for:        **Information**


Forwarded by:  **Senate Governance Committee**


*See attached.*

# Report of the Review Committee on Employment Equity (RCEE) September 2016

## 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).

Last year, the RCEE September 2015 Report contained several recommendations and "*next steps*" for the advancement of equity at the University.  An update of these has been provided in a chart in Section 5 of this 2016 Report.

The Employment Equity & Human Rights (EEHR) Manager that provided the workforce data for the 2015 Report was promoted to a position in another unit in winter 2016.  A new EEHR Manager joined OHREA in July 2016.  This manager has continued providing RCEE with critical data and with the key work required for the implementation of the DEAP Tool Project.

Introductory information about the Diversity & Equity Assessment Planning (DEAP) Tool was included in the 2015 Report.  Briefly, it is an employment equity tool developed by Queen's University, and made available to several universities across Ontario.  The Tool was created to assist units in understanding and utilizing their demographic profiles, assessing the unit's diversity and climate, identifying needed resources, and developing related goals and timelines (see http://www.queensu.ca/equity/educational-equity/deap).  The units will have the support of the EEHR Manager in developing, implementing, and assessing/re-assessing goals and timelines.  Aspects of this information will be important for the work of RCEE.

It should be noted that, while a number of other universities are also undertaking the acquisition and use of the DEAP Tool, the University of Windsor is in the forefront of implementation by institutions outside of Queen's.  As a result, the EEHR Manager and two of our I.T. Services personnel have been working with Queen's on the adaptation of the tool for use external to their structures, and in identifying and addressing problematic areas.  This has moved the anticipated launch timeline from mid-summer 2016 to rollout in late fall and early winter 2017.  Test areas have been implemented, and further implementation is taking place with priority to units receiving SPF 50 positions.

# 2   ACTIVITIES AND KEY ISSUES FOR 2015-2016

The RCEE activities and key issues centered on 4 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.  Next, RCEE examined options for *enhancing the equity infrastructure* of the University.  Lastly, 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 4 *next steps* and 1 recommendation in section 6 of this report are organized according to these categories.

Agenda items addressed in committee meetings included:

1) Terms of Reference as Contained in WUFA CA, Article 30
2) RCEE Reporting Timelines
3) Review 2015 EE Data on Faculty Members
4) Progression Charts for Designated Groups
5) Discipline-Specific Availability Pool Data
6) SPF 50 & New Faculty Hires—Confirm Significant/Serious Under-representation in Data
7) Proposed Job Ad Statement re EE Commitment
8) The DEAP Tool (Diversity & Equity Assessment & Planning) Possibilities
9) Review Past RCEE Reports
10) Determine Required EE Data on Faculty Members
11) The Employment Equity Act
12) Equity Assessor Service Incentives

An item that was noted was the requirement for the committee to review the impact of new hires and retirements during the preceding year no later than June 30th.  Pulling the data this early would be problematic, as start dates for new hires are typically July 1 and later and therefore would not show prior to then.  When brought to the attention of the then WUFA President, the response was that the intention was to ensure it is considered and actioned annually; it is more important to have meaningful and useful data than to check a box of something having technically been completed.  As a *next step* in regards to data collection and reporting:

> 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.

RCEE has extensively reviewed employment equity data at the unit level and the University level.  There were a number of discussions regarding the purpose of collecting and using such data.  It is important to note that the use of employment equity data is essential in establishing benchmarks.  The data provides information regarding the present representation in order to set goals for amelioration, while providing a means by which purposeful action can be identified and taken, and progress measured.

The key lies in the expectation that the employment equity data are to be used throughout the hiring process.  This begins in the stage of determining what positions are required.  The units are provided the data with the expectation that it is used at all stages in the hiring process.  This includes the creation of the job ad, the grid, outreach, committee deliberations, and recommendations.

RCEE engaged in discussions regarding the ongoing difficulty of obtaining Equity Assessors (EA) to serve on appointments committees.  In order to help address the issue, the Provost and Deans agreed to ask units that received an appointment to name an individual to be added to the EA list. Units have followed up on this commitment.  However, a continuing challenge is getting individuals on the list to take a turn on a committee.

> **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.

As mentioned earlier, an update of the recommendations and *next steps* from the RCEE 2015 Report are contained in a chart in Section 5 of this 2016 Report.  In addition, items that were noted for follow-up from the 2015 Report are included in the Summary of Current *Next Steps* and Recommendations in Section 6.

# 3  PROMISING PRACTICES FEATURE – FACULTY OF LAW

RCEE is incorporating a new 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 Law.

It has been recognized that there is an absence or severe underrepresentation of Indigenous faculty in almost every AAU at the University.  In 2016, the Faculty of Law hired two First Nations faculty in tenure-track positions.  Their success in recruiting can be attributed to work that started well in advance of the hiring, as well as more recent initiatives.  Others are encouraged to contact them for more information about some of the earlier efforts that took place, particularly in response to the findings and calls to action by the Truth and Reconciliation Commission (TRC).

The Faculty of Law at the University has established a TRC Steering Committee.  More information on the committee can be found at http://www.uwindsor.ca/law/aboriginal/18/truth-and-reconciliation-commission.

In April 2016, there was a four-day Anishinabe Law Camp for the Faculty of Law at Walpole Island First Nation.  A blog was subsequently written from two voices to reflect upon the experience.  Readers are encouraged to visit the site at https://reconciliationsyllabus.wordpress.com/2016/10/25/reflections-on-the-anishinabe-law-camp-bkejwanong-territory/.

At the first Faculty Council meeting of the academic year, they held a smudge ceremony.  This was important for setting the tone and the stage for the proceedings. In addition, their orientation of students began with a smudge.  There was also a lecture on Aboriginal Legal Traditions, and a related tour and activities led by the Aboriginal Education Centre.  Initiatives will continue throughout the year, and there are plans to have an Aboriginal Arts Exhibition in 2017.

Inclusion of Indigenous perspectives and traditions have been integrated into various curricular areas. There are three courses: 1) Aboriginal Law; 2) Indigenous Legal Traditions; and 3) Residential Schools. They have also begun incorporating aspects of Indigenous legal traditions into other courses.

The Faculty of Law is demonstrating that the creation of an environment that attracts Indigenous candidates and others from diverse groups is more important than conventional recruiting practices. This reflects a shift that has been taking place in employment equity philosophy beyond recruiting and retention to attracting and meaningful inclusion.

# 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.

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**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.)
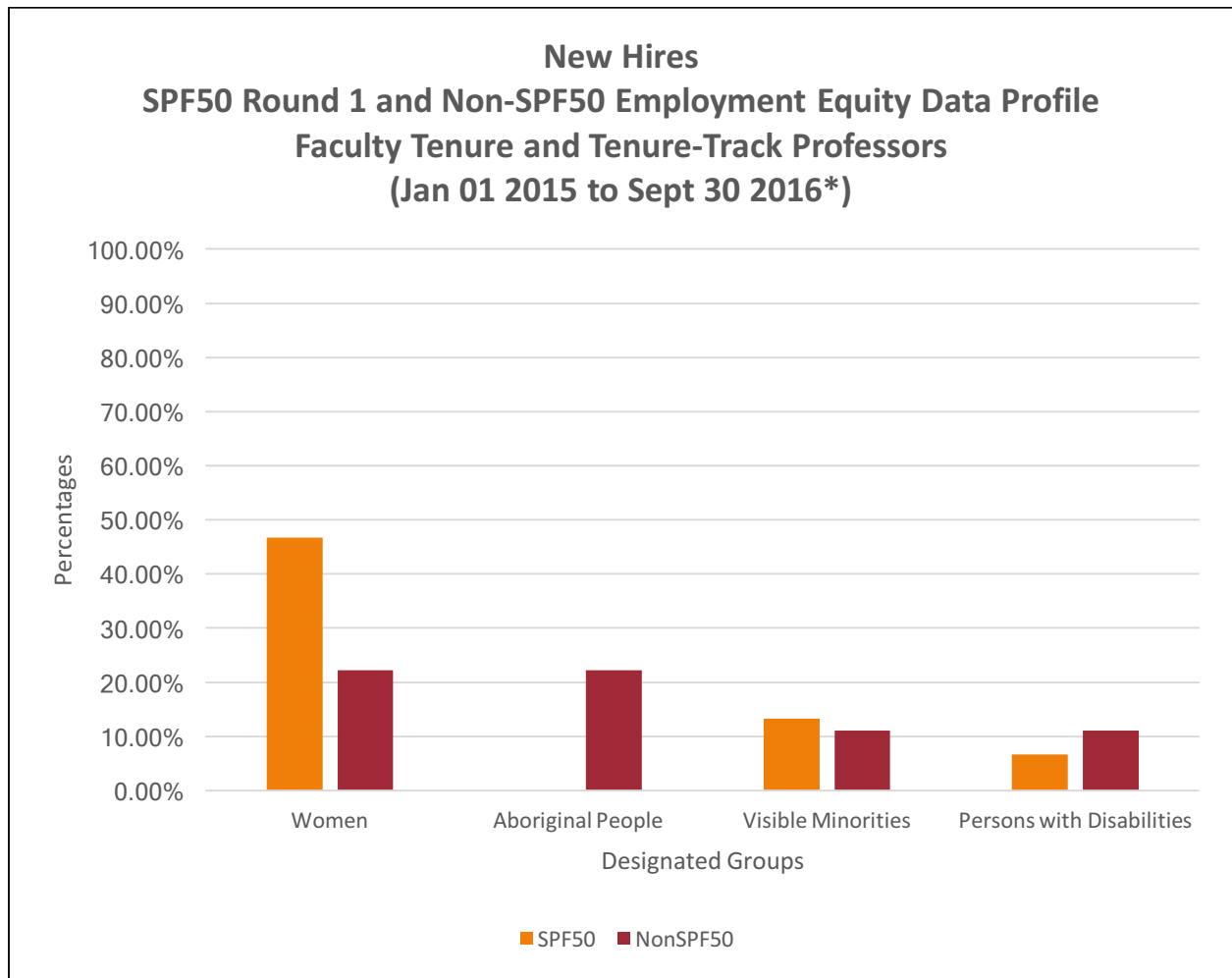
These data include information from the University of Windsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2015.

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.

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

| New Hires SPF50 Round 1 and Non-SPF50 Employment Equity Data Profile Faculty Tenure and Tenure-Track Professors (Jan 01 2016 to Sept 30 2016*) | | | | |
|---|---|---|---|---|
| | **Women** | **Aboriginal People** | **Visible Minorities** | **Persons with Disabilities** |
| SPF50 Rnd 1 | 46.67% | 0.00% | 13.33% | 6.67% |
| NonSPF50 | 22.22% | 22.22% | 11.11% | 11.11% |



New Hires
SPF50 Round 1 and Non-SPF50 Employment Equity Data Profile
Faculty Tenure and Tenure-Track Professors
(Jan 01 2015 to Sept 30 2016*)

\* Includes 3 SPF50 Round 1 new hires with start date of January 01/2017

# Professors & Librarians (internal representation) - Women
## 1987, 1999, 2006-2015

| | 1987* | 1999 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| % Female | 13.0 | 30.2 | 38.1 | 37.8 | 36.9 | 38.6 | 38.4 | 38.1 | 37.6 | 37.2 | 37.2 | 37.3 |

**YEAR**
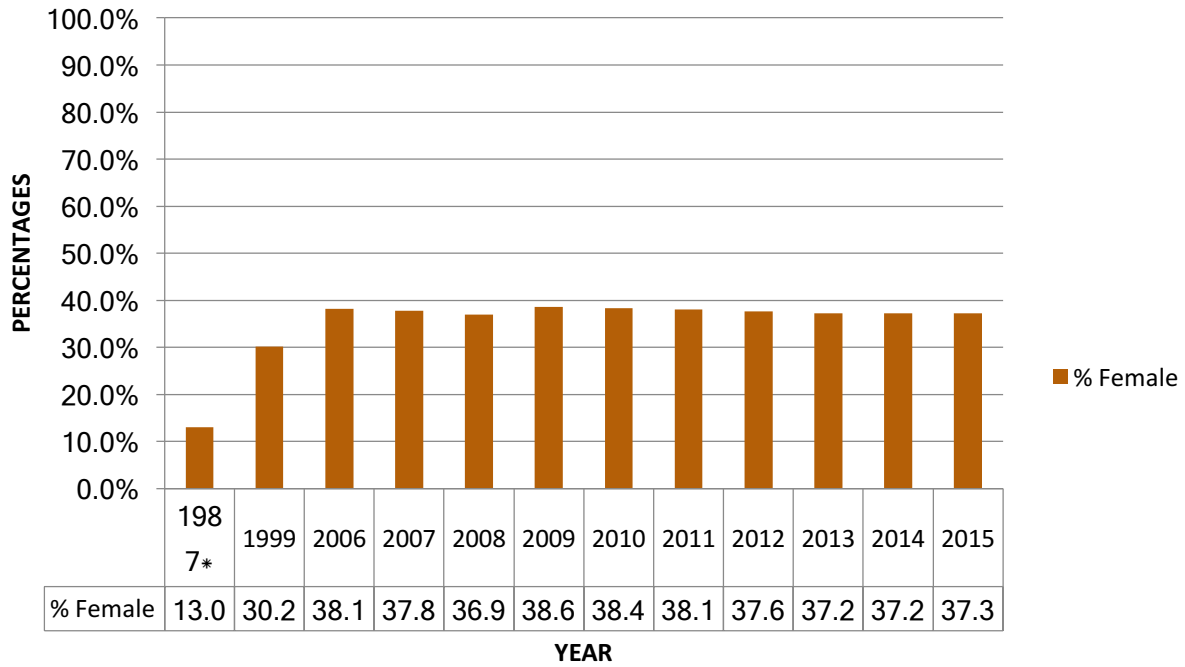
**(*1987 does not include Librarians)**

**DESIGNATED GROUP – WOMEN**

## Professors (Tenured or Tenure-Track) by Rank - Women (2006-2015)



*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.
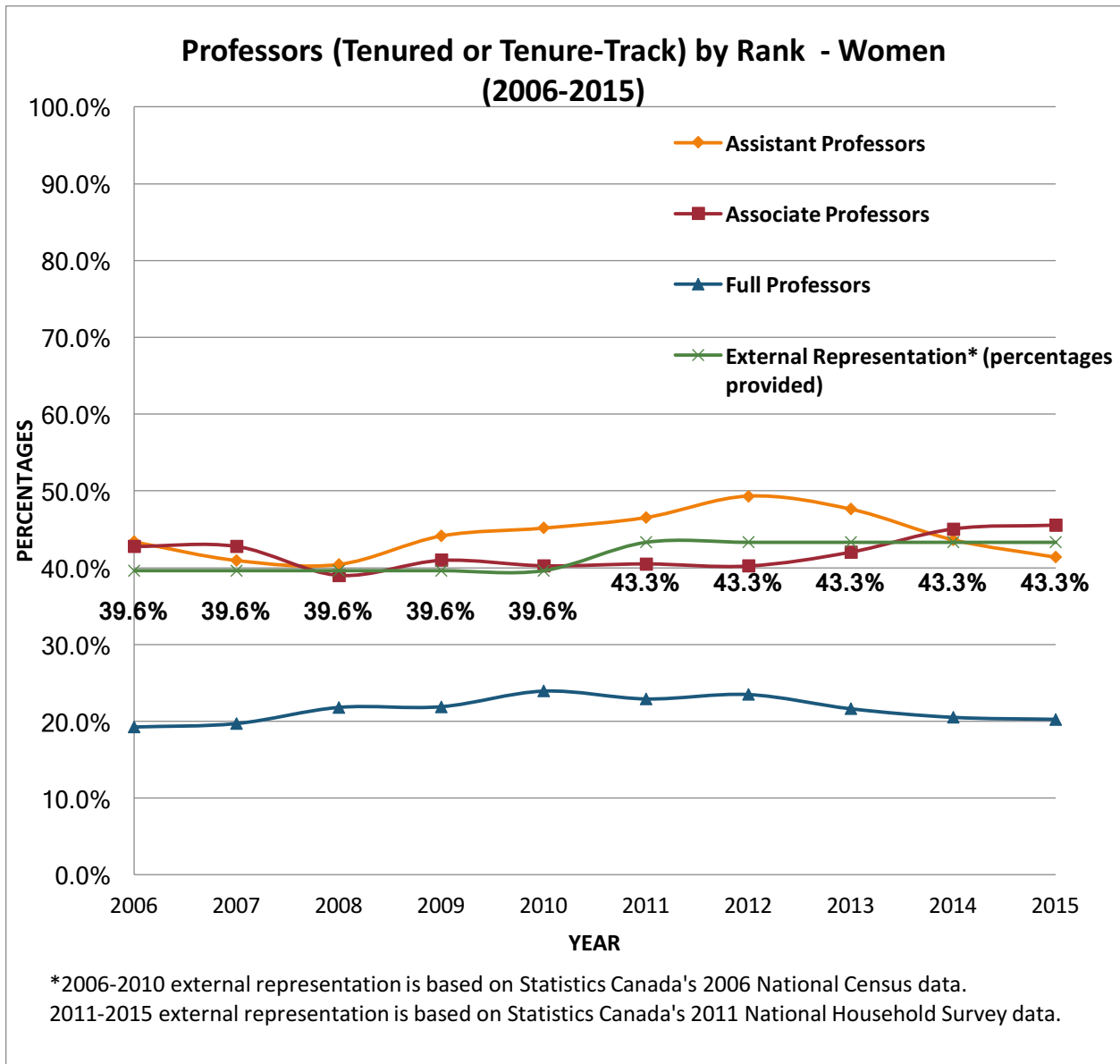
# Librarians - Women
## (2006-2015)
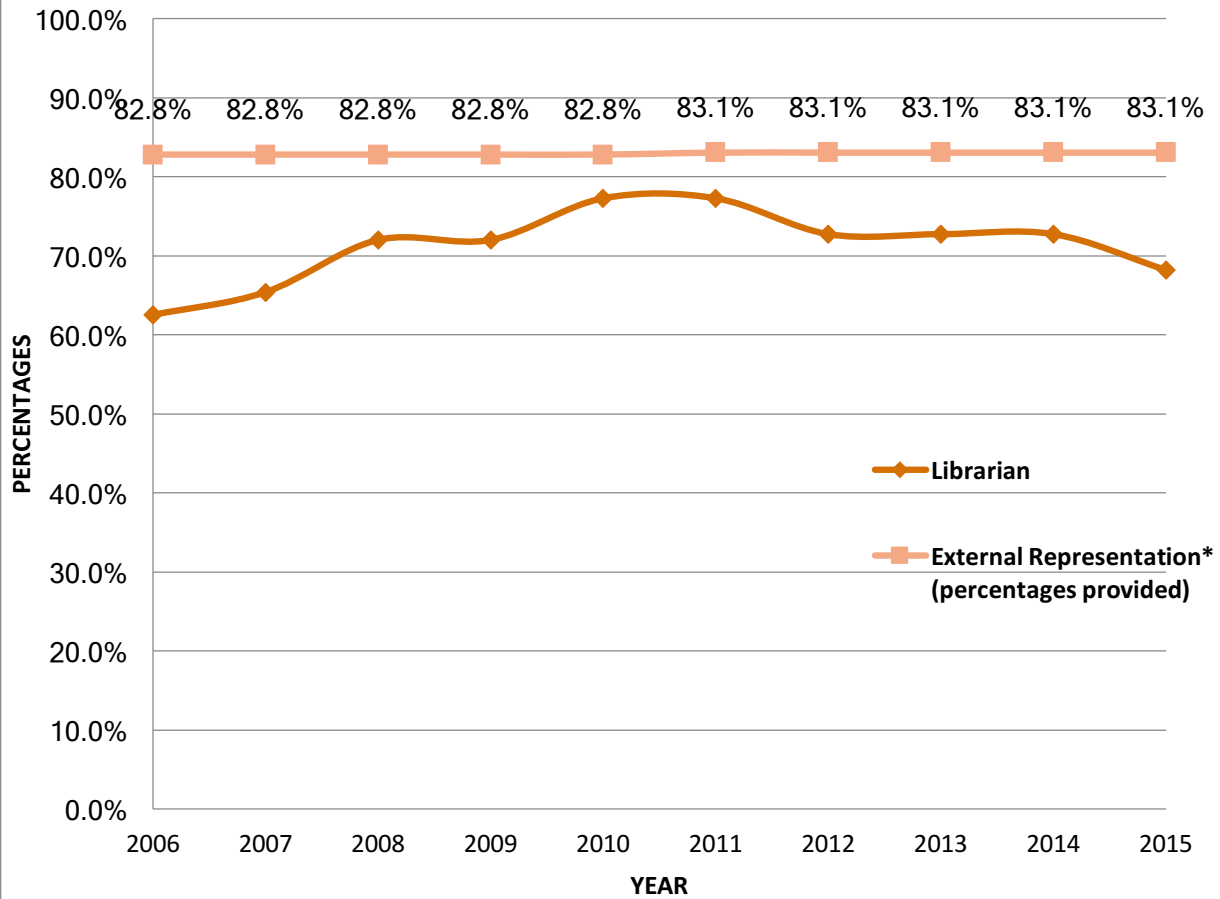


*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

## Professors (Tenured or Tenure-Track) by Rank - Aboriginal Peoples (2006-2015)



*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.

# Librarians - Aboriginal Peoples
## (2006-2015)



Chart legend:
- Librarian
- External Representation* (percentages provided)

External Representation values by year:
- 2006: 0.7%
- 2007: 0.7%
- 2008: 0.7%
- 2009: 0.7%
- 2010: 0.7%
- 2011: 2.0%
- 2012: 2.0%
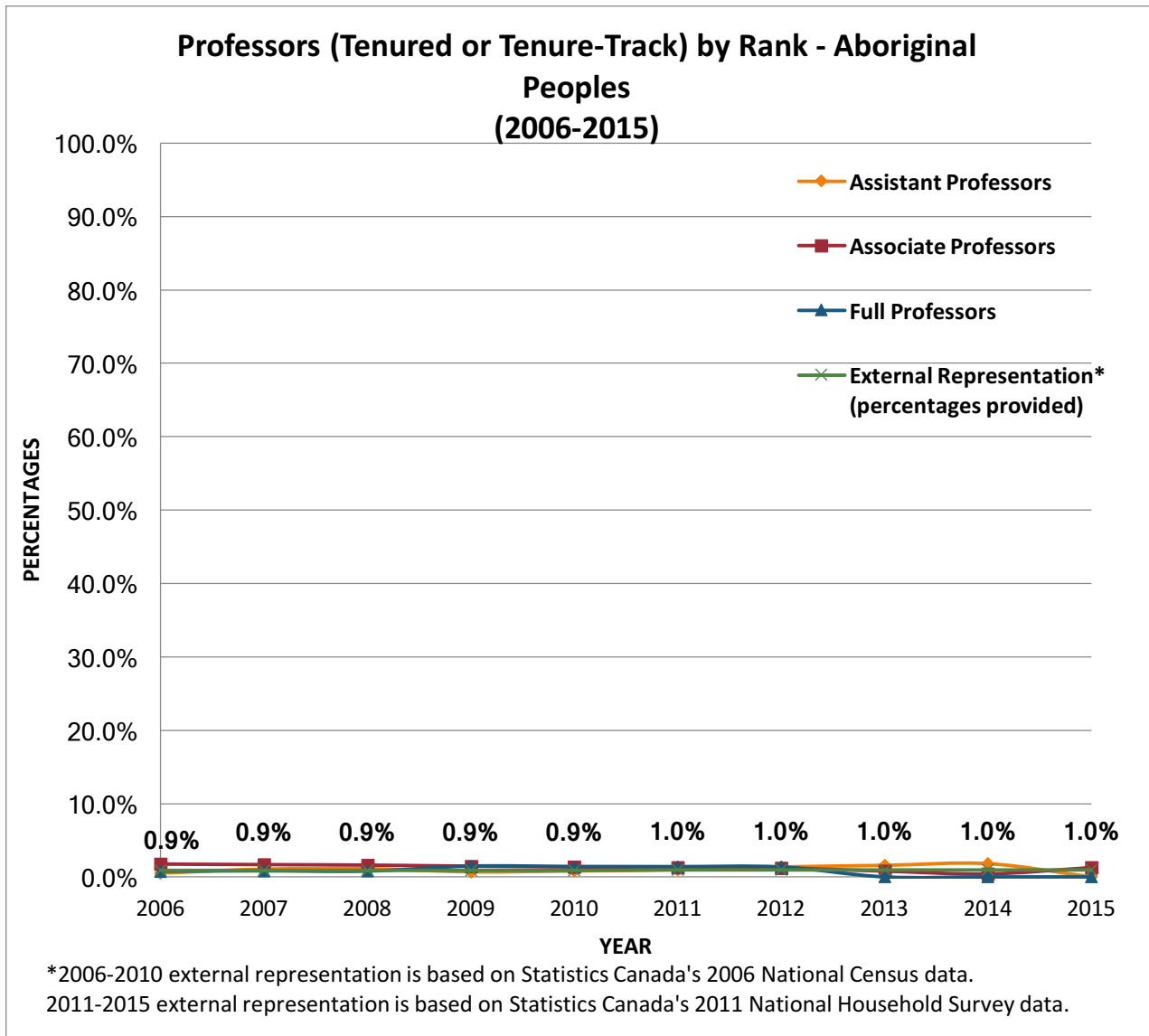- 2013: 2.0%
- 2014: 2.0%
- 2015: 2.0%

Y-axis: PERCENTAGES (0.0% to 100.0%)
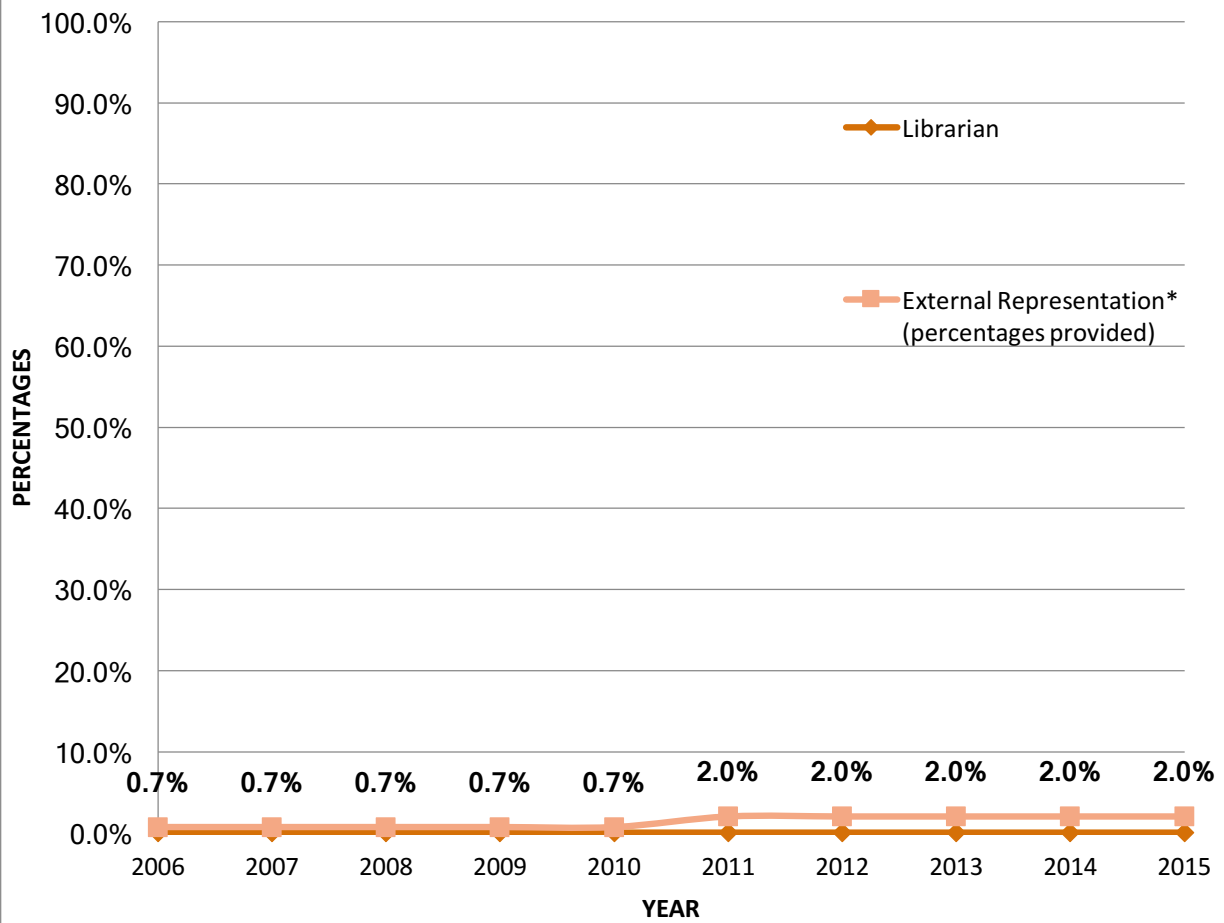X-axis: YEAR

*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.

## Professors (Tenured or Tenure-Track) by Rank - Visible Minorities (2006-2015)

Legend:
- Assistant Professors
- Associate Professors
- Full Professors
- External Representation* (percentages provided)

External Representation values shown: 15.1%, 15.1%, 15.1%, 15.1%, 15.1%, 19.1%, 19.1%, 19.1%, 19.1%, 19.1%

Y-axis: PERCENTAGES (0.0% to 100.0%)
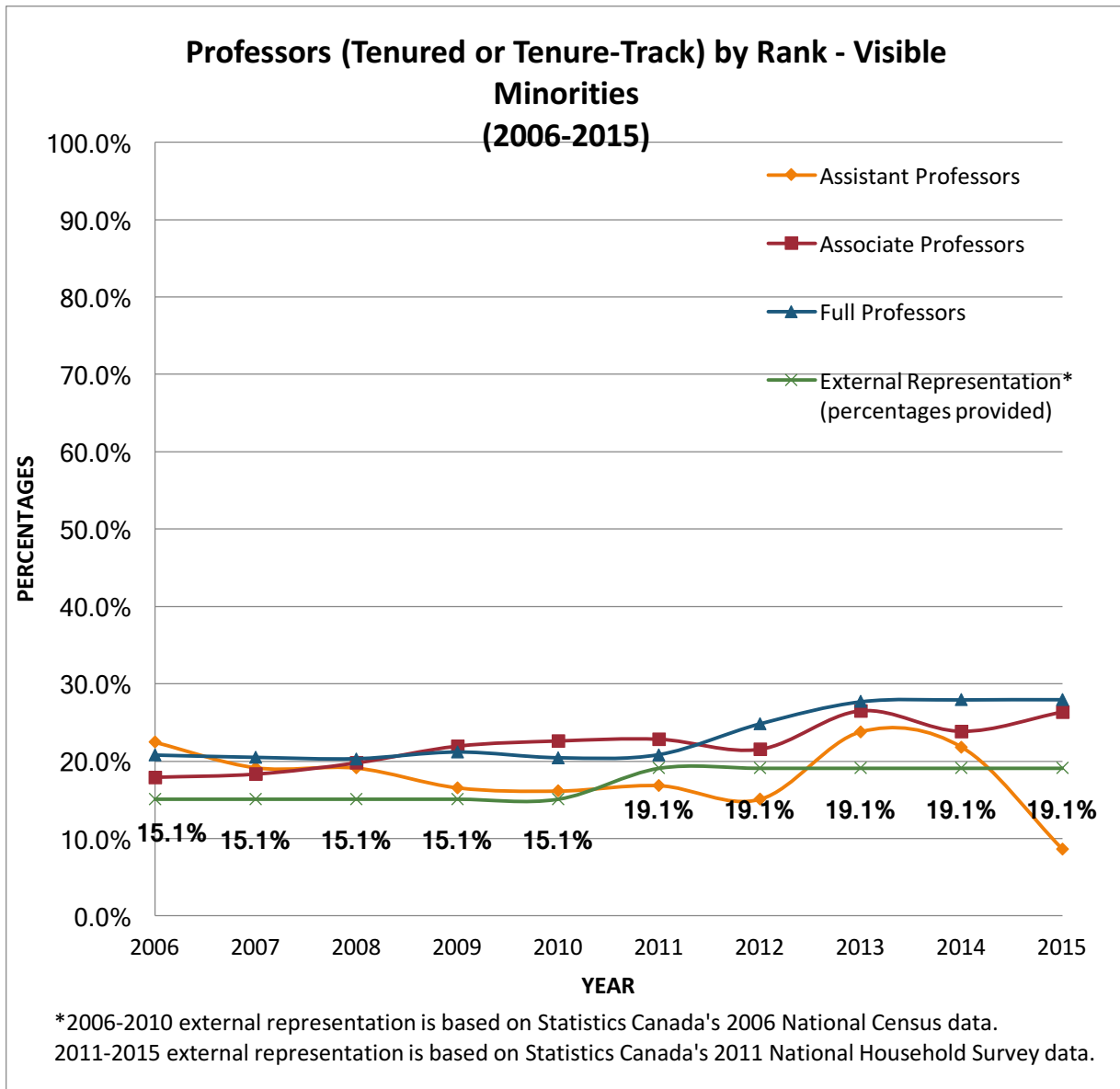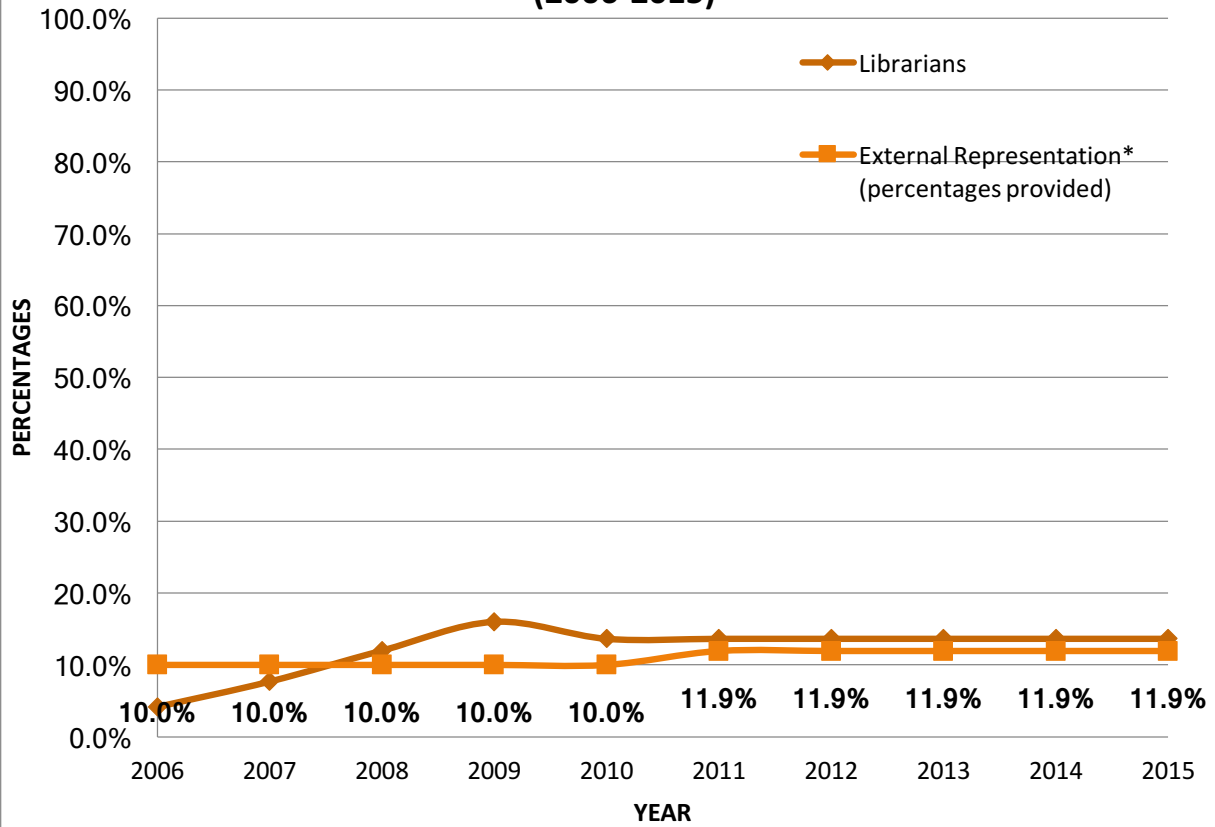X-axis: YEAR (2006–2015)

*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.
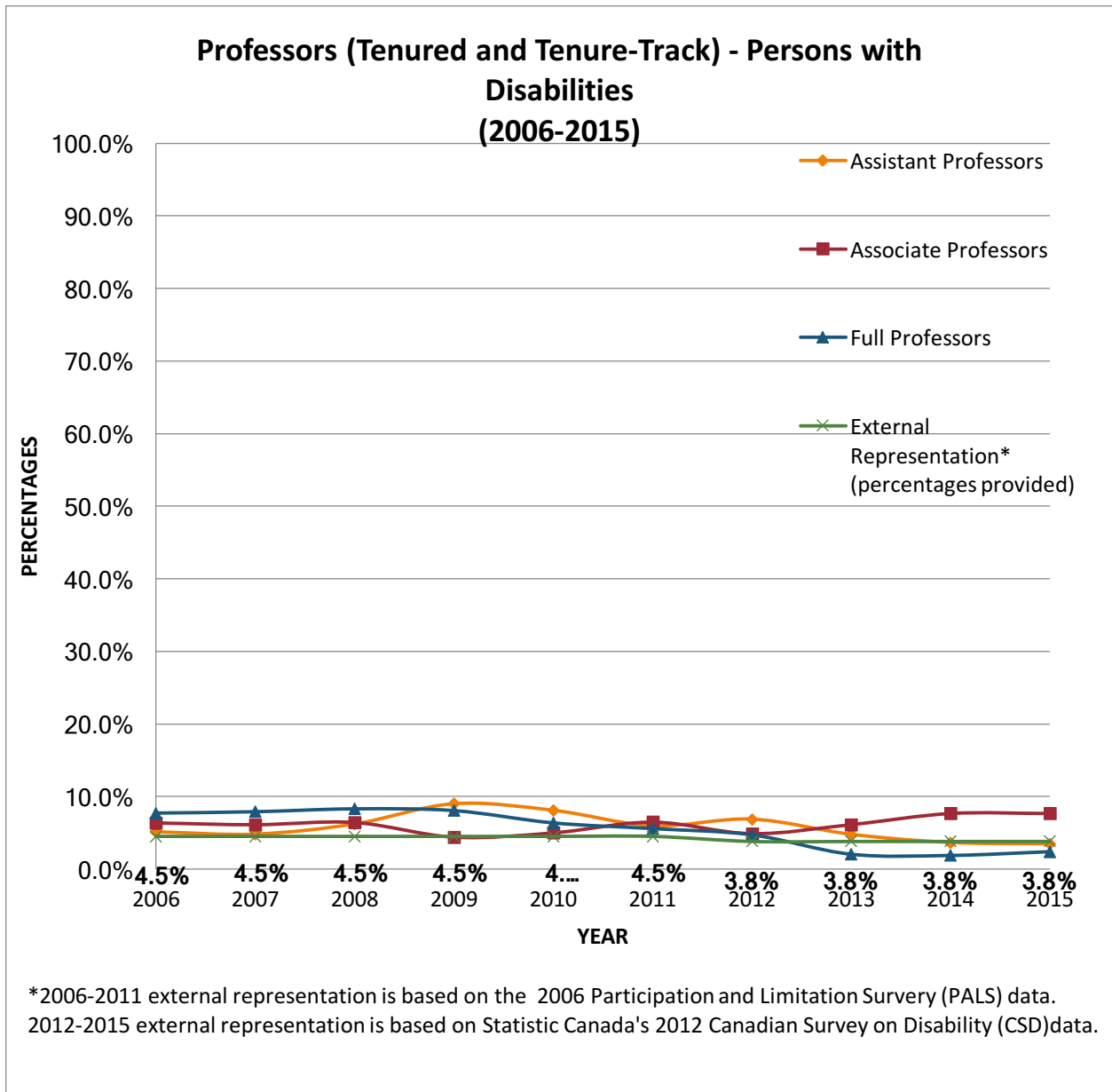
# Librarians - Visible Minorities
## (2006-2015)



Legend:
- Librarians
- External Representation* (percentages provided)

Y-axis (PERCENTAGES): 0.0%, 10.0%, 20.0%, 30.0%, 40.0%, 50.0%, 60.0%, 70.0%, 80.0%, 90.0%, 100.0%

X-axis (YEAR): 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015

External Representation values: 10.0%, 10.0%, 10.0%, 10.0%, 10.0%, 11.9%, 11.9%, 11.9%, 11.9%, 11.9%
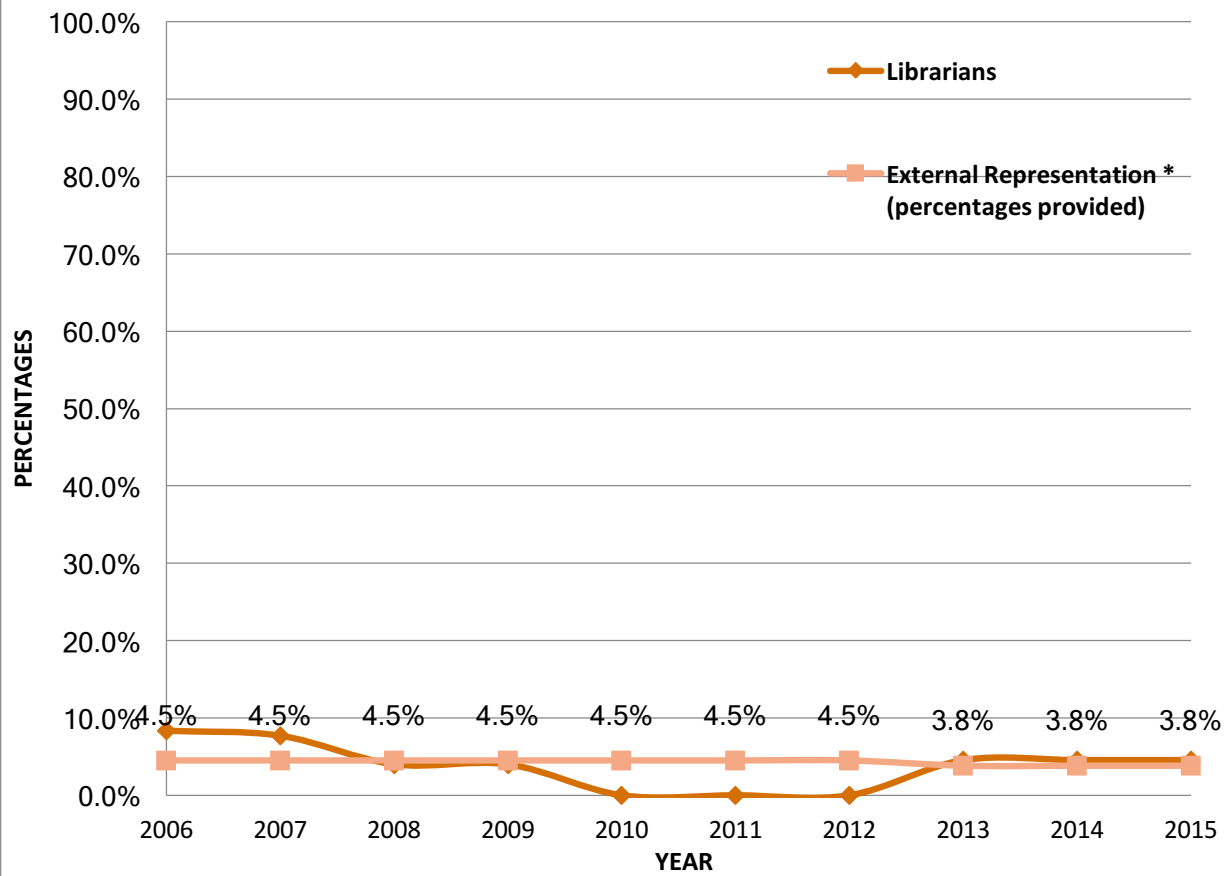
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.

**Professors (Tenured and Tenure-Track) - Persons with Disabilities (2006-2015)**



- ◆ Assistant Professors
- ■ Associate Professors
- ▲ Full Professors
- ✕ External Representation* (percentages provided)

PERCENTAGES (y-axis: 0.0% to 100.0%)

YEAR (x-axis): 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015

External representation values: 4.5% (2006), 4.5% (2007), 4.5% (2008), 4.5% (2009), 4.… (2010), 4.5% (2011), 3.8% (2012), 3.8% (2013), 3.8% (2014), 3.8% (2015)

*2006-2011 external representation is based on the 2006 Participation and Limitation Survery (PALS) data. 2012-2015 external representation is based on Statistic Canada's 2012 Canadian Survey on Disability (CSD)data.

## Librarians (Persons with Disabilities)
## (2006-2015)



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

# 5  UPDATE OF 2015 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 2015 RCEE Report.  The *next steps* and recommendations were organized within 5 categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, Equity Items Actioned at Time of Report, and Equity Items Outside Our Mandate.  The categories of Data, Enhancing Equity, Enhancing the Equity Infrastructure are the only ones included in this status update.

| Item | *Next Steps* and Recommendations | Status |
|---|---|---|
| 1a. | *Next Steps:* University of Windsor workforce data disaggregated by sex to identify women within the other designated groups | Completed |
| 1b. | *Next Steps:* University of Windsor data disaggregated by race to identify specific racial groups that may be absent within units<br><br>(Note: Ongoing item, as OHREA is working to create more definitive groups.) | Completed |
| 1c. | *Next Steps:* Discipline-specific data on the external available applicant pool to each AAU, for use in the hiring process<br><br>(Note: Ongoing item, as discipline-specific data has been provided by OHREA to units receiving SPF 50 positions, and will be provided to other AAUs hiring in 2017.) | Completed |
| 2a. | *Next Steps:* RCEE to follow up with OHREA regarding progress in providing assistance to units in developing and monitoring equity goals and timetables | Ongoing |
| 2b. | *Next Steps:* The University's employment equity expertise (e.g., OHREA, HR, Office of the Provost) be made available to AAUs in working to meet their goals, particularly units recruiting from a small availability pool | Ongoing |
| 3a. | Recommendation: Equity goals of units be included in applications for new positions.  Additional weight be given to applications that include a strategy for improving an AAU's current equity profile | Not Actioned |
| 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 | Not Actioned |
| 4. | PCEE return to the practice of reviewing and approving pre (or short listing) and post (post-interview) grids prior to use by appointments committees.  Once committee approval has been granted, if no changes have been made, a grid that has been approved would merely be filed with PCEE, and not require further review | Completed |

# 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

The following *next step* in regards to data collection and reporting reflects a change in timeline:

1) 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.

### Enhancing Equity

2) **RCEE recommends** that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee.  An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations.

3) Next Steps:  RCEE undertakes a practice of collecting employment equity recruiting/hiring promising practices to feature in reports.

### Enhancing the Equity Infrastructure

The following *next steps* are following up on items from the 2015 RCEE Report:

4) RCEE will follow up with Administration for an update on the status of Recommendations 3a and 3b from the 2015 Report.

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."

RCEE Committee Members:

Kaye Johnson
Victoria Paraschak
Karen Pillon
Katherine Quinsey