

21 Years of Employment Equity: Looking Back to Thinking Forward



Twenty-One Years of Employment Equity: Looking Back to Thinking Forward

Preface

The 2009 Report of the Office of Faculty Recruitment and Retention (OFRR) is focused on employment equity progress in administrative, faculty, and librarian appointments. The Report is presented in recognition of two significant anniversaries. The first is the 25th anniversary of Rosalie Abella's *Equality in Employment: A Royal Commission Report*, tabled on 29 November 1984, which established the framework for employment equity in Canada and guided the development of the University of Windsor's employment equity policy and practice. Second, the 2009-2010 academic year is the 21st anniversary of Senate's approval of the University of Windsor's employment equity program for faculty and librarians. The Report will provide a retrospective of the last twenty-one years of employment equity at the University of Windsor. The intent of this Report is both to document the history of employment equity at the University of Windsor, and to provide the opportunity to reflect on our best practices, successes, and challenges. Looking back is a prerequisite to *thinking forward* for equity committees, equity practitioners, and equity seekers at the University of Windsor. This Report is dedicated to the 130 employment equity and procedures assessors (EE/PA), members of the Presidential Commission on Employment Equity (PCEE) and the Review Committee on Employment Equity (RCEE) in recognition of their sustained equity efforts over the past twenty-one years.

A Word About the Data in the Report

The data used in this Report come from a variety of sources. Data on faculty in Canadian universities are collected by the Centre of Education Statistics, Statistics Canada. Its annual survey of full-time university faculty involves the collation of administrative records submitted by universities typically after October 1 in each calendar year. The data in this Report on hiring and the representation of women faculty are drawn primarily from data specifically requested from the Centre of Education Statistics, Statistics Canada. The data on the representation of women in faculties, departments, and libraries are drawn from the OFRR databases and specifically requested data from Human Resources at the University of Windsor.

The reader may notice that the numbers and percentages presented in this Report may not be exactly the same across Statistics Canada and OFRR data presentations. There are two main reasons for the variations: 1) the data are collected at different dates in the calendar year and may not capture the same individuals, 2) the OFRR data include faculty and librarians whereas Statistics Canada collects only faculty data.

Special thanks are extended to Robyn Nease for working with the Drakich, Ornstein, Stewart research database to compile the data on women’s representation in appointments and the professoriate from 1984 to 1999; Tom Puskas for providing the data on the representation of women faculty in AAUs in 1999 and 2009; and Anne Carrick for providing data on the 2006 University of Windsor Employment Equity Census.

It is important for readers to understand the limitations of the available data on the designated group status of faculty and librarians and the designated group data used in this Report.¹ Data on the Canadian professoriate from Statistics Canada include the variable of gender only. Data on designated group status are not collected and can only be estimated from the Canada Census by Statistics Canada. CAUT in its annual *Almanac* provides the percentage of visible minorities and Aboriginal peoples in Canadian universities. Data have been collected at the University of Windsor on several occasions, most recently in 2006, through the Employment Equity Census. The OFRR collects data on the designated groups but the data may not accurately reflect the faculty and librarians hired who are visible minorities, sexual minorities, Aboriginal persons, and persons with disabilities.² Designated group status information is based upon self-identification provided in letters of application or at the time of appointment and the reports provided directly from the AAUs.³ Self-identification is a voluntary action which a candidate may decline to provide. It is important to keep in mind, throughout this Report, that data on the designated groups and sexual minority status may underrepresent the faculty and librarians. Data obtained from Statistics Canada and the CAUT *Almanac* are used to compare the University of Windsor to other Canadian universities.

Acknowledgements

There are so many people to thank for their contributions to the creation of an employment equity culture and infrastructure and for their support of employment equity as EE/PAs, members of PCEE, RCEE, the WUFA Status of Women Committee, and the Non-Affiliated Action Group for Equity (NAG for Equity). The grassroots efforts of faculty and librarians reflect Margaret Mead’s observation, “Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has.” I hope that you recognize the importance of your equity work to the recruitment and retention of faculty and

¹ Designated groups are identified in the Abella Report as women, visible minorities, persons with disabilities, and Aboriginal peoples. Although my preference is to use the term racialized people, this Report will use the term visible minorities to conform to its usage in data sources. Considerable criticism has been focused on the use of visible minorities and the debate on substituting the terms “people of colour” or “racialized peoples” continues.

² It is important to remember that the categories women and visible minorities are not mutually exclusive in the data presented. Women may also have identified as a visible minority.

³ Accuracy of the data provided by AAUs is not the responsibility of OFRR.

librarians described in this Report. It is not possible to recognize every individual who has played a role in employment equity in this Report as, fortunately, there are so many. However, the original core of women would agree that there are two women who deserve special acknowledgement: Dr Pamela Milne whose energy, commitment, agitation, and activism moved the University and the Faculty Association to pay attention to employment equity in the beginning and strongly supported the employment equity program as an advocate and EE/PA; and Dr Mary Lou Dietz who was instrumental in raising the issue of women's underrepresentation on the University of Windsor faculty in the 1970s, and whose activism mobilized faculty, advanced employment equity, and helped create an equity culture.

There are others who have championed and strengthened equity procedures and processes in their administrative roles. In particular, I want to thank Professor Neil Gold for his vision for the office of faculty recruitment and his sustained commitment to equity. I also want to thank him for his steadfast support of my efforts to promote employment equity at the University of Windsor. I also want to recognize Dr Barbara Thomas who, as associate vice-president, academic in the 1990s, managed and refined the equity process for faculty appointments. Drs Margery Holman, Shahrzad Mojab, and Karen Roland played a critical role in expanding equity beyond the faculty and librarian constituency to staff and students in their positions as employment equity managers. Ms Anne Carrick and the members of the Employment Equity Coordinating Committee are also recognized for their equity leadership and advocacy for staff.

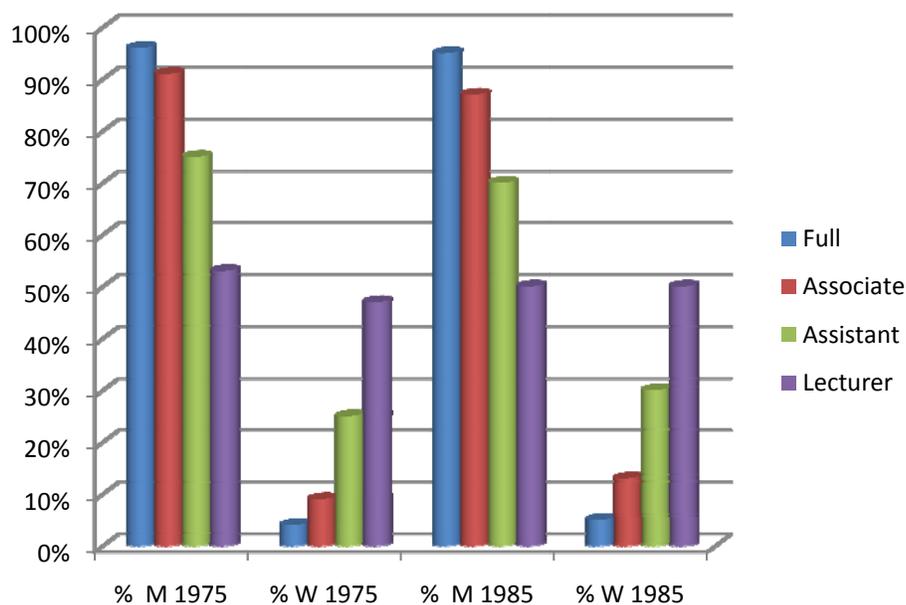
Many have supported employment equity and my work through their membership on PCEE. I want to recognize and thank Drs Tanya Basok, Clinton Beckford, Anne Forrest, Debbie Kane, Diana Kao, and Subhas Ramcharan. In the last few years, I have been fortunate to work with Professor Brian Mazer on equity matters and have benefitted from his legal and bylaw expertise. The unique advertisements, equity posters, and equity logo are designed by Paul Hargreaves of HargreavesStewart. I am indebted to him for his artistic vision, advertising acumen, and his ability to turn a phrase. Paul's advertisements brought national attention to the University of Windsor.

I would need volumes to document the work of Gerri Pacecca, OFRR Coordinator, in support of equity and faculty recruitment. Gerri's skills and dedication transformed both the faculty recruitment and the employment equity processes. Once totally reliant on paper and snail mail, these processes are now electronic and web-based. EE/PAs, VPA, Budgets, AAU heads, deans, and PCEE are all familiar with the ease, speed, and efficiency of the electronic and web-based processes. Data on administrative, faculty and librarian appointments prior to 2000 were not collected. The databases that she established have made it possible to present the data in this Report on equity and faculty recruitment from 2001-2009. Gerri's initiative, creativity, hard work, and commitment to our equity and faculty recruitment processes are deeply appreciated.

The Employment Equity Context at the University of Windsor, 1975 to 1988

In 1975, the newly formed Status of Women Committee of the University of Windsor Faculty Association submitted its first report on the status of women faculty. The report identified the serious underrepresentation of women faculty who comprised only 12.2% of the full-time faculty. This percentage was bolstered in large part by the women in home economics and nursing. Sounding the equity alarm and actively working to increase the number of women faculty did not result in much success. After a decade of grassroots' effort, women's representation at the University of Windsor increased by only 1.3 percentage points. Figure 1 illustrates the percentage of women faculty by rank in the academic years 1975-1976 and 1985-1986.

Figure 1: Percentage of Faculty by Sex, by Rank, 1975-76 and 1985-86



Source: Drakich et al. 1991. Status of Women in Ontario Universities

In 1985, the Board of Governors passed a motion of commitment “to undertake a program of affirmative action for its female employees and students in order to diversify their occupational opportunities within the system and to eliminate barriers to their full and equal participation in employment.” In 1987, the administration and the faculty association negotiated an equity clause in the collective agreement (Article 30) and the establishment of a joint faculty association/administration committee named the Review Committee on Employment Equity Concerning the Status of Women (RCEE). The RCEE was charged with the development of an employment equity plan for women faculty. The members of the committee were Dr Pamela

Milne and Dr Veronika Mogyorody representing the faculty association and Dr Lois Smedick, Chair, and Dr Richard Frost representing the administration.

Outside of the University, equity issues for women and traditionally marginalized groups were also on the federal and provincial governments' agendas. Judge Rosalie Silberman Abella, (now the Honourable Madam Justice) was appointed Commissioner of the Royal Commission on Equality in Employment to inquire into the most efficient, effective, and equitable means of promoting employment opportunities and eliminating systemic discrimination for traditionally marginalized groups. The *Equity in Employment: A Royal Commission Report* was published in November 1984 and is commonly known as the Abella Report. It was a milestone in the pursuit of equal opportunities for women, members of visible minorities, persons with disabilities, and Aboriginal peoples. It was the impetus for the enactment of the first Employment Equity Act and the establishment of the Federal Contractors Program. In Ontario, the Ministry of Colleges and Universities (MCU) announced the Employment Equity Incentive fund on 20 June 1985 to assist universities in developing and implementing employment equity programs for their women employees.

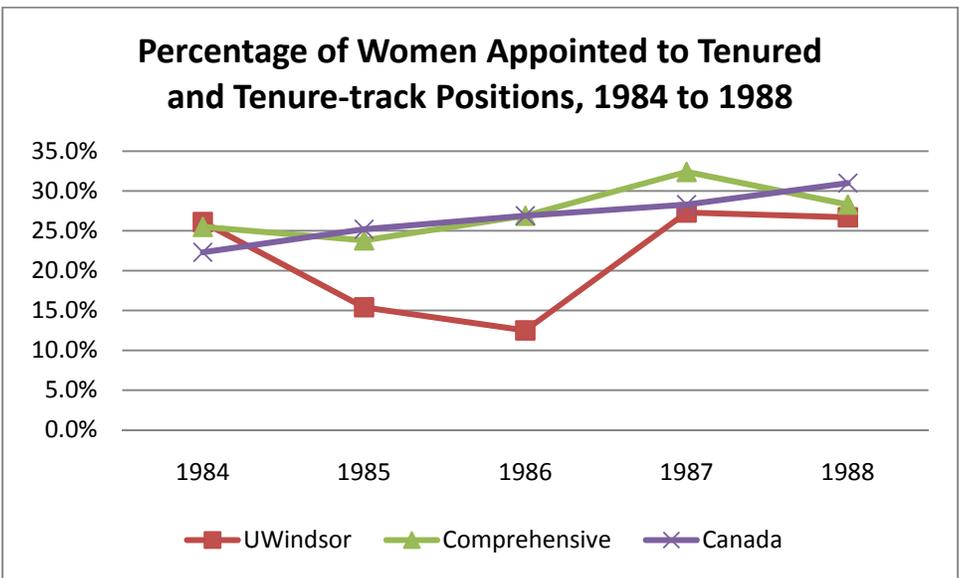
The University of Windsor became a signatory to the Federal Contractor's Program in 1986, received MCU Employment Equity Incentive Funding, and established the position of employment equity coordinator in May 1986. Dr Margery Holman, a faculty member in Human Kinetics, was the first employment equity coordinator from 1988 to 1991. The position was a part-time position. Her first task was to develop a sexual harassment policy. The RCEE submitted its first report to Senate outlining a four-point employment equity plan, the *Positive Action Plan for Achieving Equity in Hiring Women Faculty* (see Appendix A), which established the employment equity infrastructure of employment equity and procedures assessors (EE/PA) and the Presidential Commission on Employment Equity (PCEE) to monitor faculty recruitment. The *Positive Action Plan for Achieving Equity in Hiring Women Faculty* was approved by Senate on 17 November 1988 and implemented in 1989.

The following data presentations provide a baseline of women's representation in the professoriate and the appointment of women faculty prior to the implementation of the *Positive Action Plan for Achieving Equity in Hiring Women Faculty* in 1988 at the University of Windsor. These data will be compared to similar institutions, identified as comprehensive universities,⁴ and at all Canadian universities to provide both a comparison and a context.

⁴ Comprehensive universities in Canada as identified by Macleans include: Memorial University of Newfoundland; University of New Brunswick; Concordia University; Carleton University; University of Guelph; University of Waterloo; University of Windsor; York University; University of Regina; Simon Fraser University; and the University of Victoria.

In 1985, the beginning of the employment equity phase in Canadian universities, women represented 15.5% of the tenure-track and tenured professoriate in Canada. In the years 1984 through to 1988, prior to the implementation of the *Positive Action Plan for Achieving Equity in Hiring Women Faculty*, the percentage of women at the University of Windsor hovered around 12% of tenured and tenure-track faculty. Faculty recruitment efforts in that period resulted in 70 appointments, of which only 16 were women. A comparison of new hires during those years indicates that the University of Windsor appointed a smaller percentage of women to tenure-track and tenured faculty positions than the percentage hired at similar institutions. Figure 2 illustrates the percentage of women faculty appointed to tenure-track and tenured positions at UWindsor in comparison to comprehensive universities and all Canadian universities.

Figure 2: Comparison of the Percentage of Women Appointed to Tenure-track and Tenured Positions at UWindsor, Comprehensive and Canadian Universities, 1984 to 1988



Source: Centre for Education Statistics, Statistics Canada

Not only were fewer women appointed at the University of Windsor during this period, but also the representation of women faculty consistently fell below the percentages of tenure-track and tenured women faculty at comprehensive universities and all Canadian universities. Table 1 illustrates this comparison. The 1980s was a decade of negligible change for women faculty across Canadian universities with only a two percentage point increase in their national representation from 1984 to 1988 to 17.1%. In 1988, only 12.2% of the faculty at the University of Windsor were women. The disheartened women faculty of the 1980s at the University of Windsor, who saw no change in women’s representation through the decade, were encouraged by the implementation of the *Positive Action Plan for Achieving Equity in Hiring Women Faculty* and looked forward to the success of the positive action for women. They willingly committed their time and energy to bring about change for women faculty.

Table 1: The Percentage of Tenured and Tenure-Track Women Faculty at UWindsor, Comprehensive and Canadian Universities, 1984 to 1988

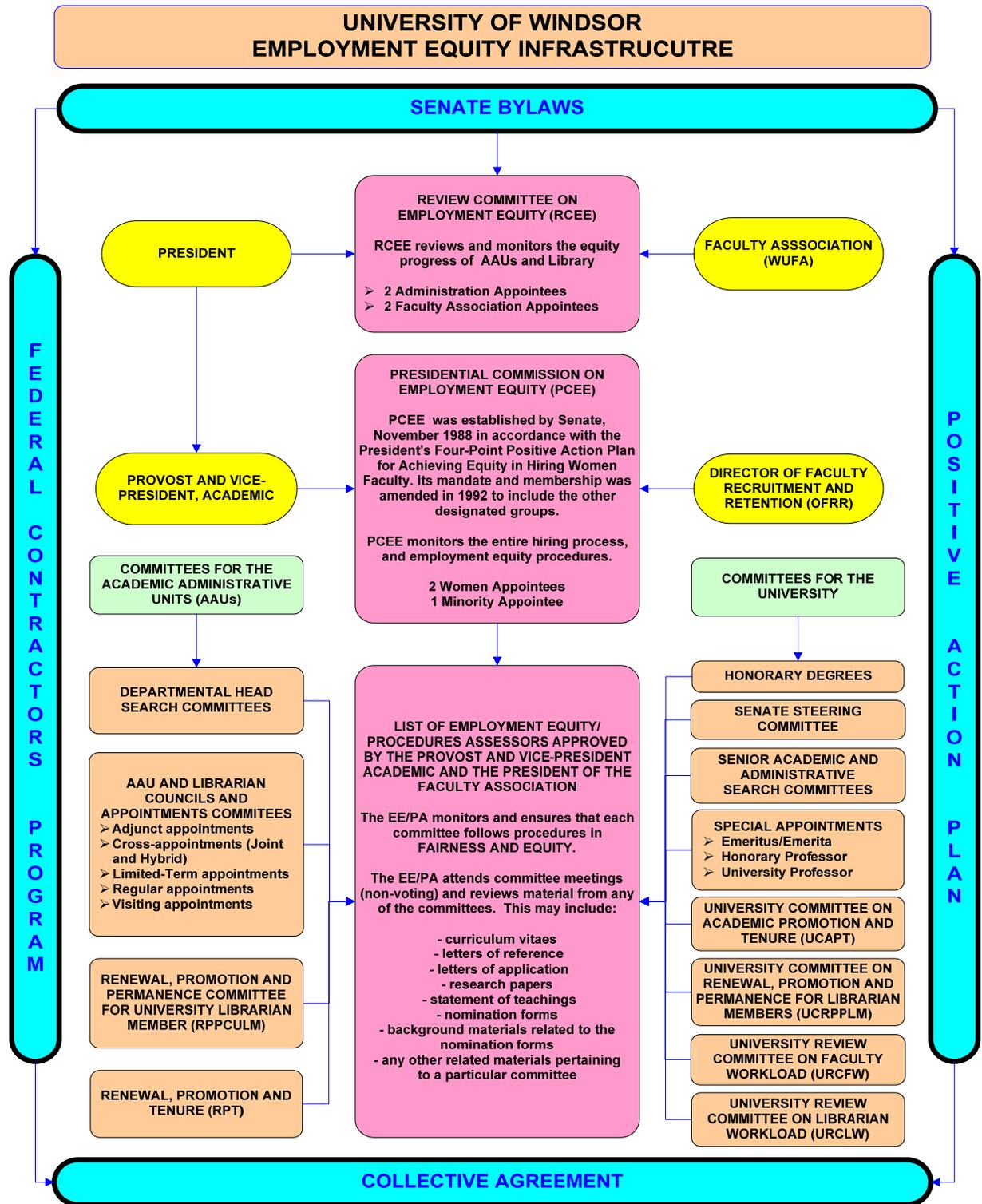
Year	UWindsor	Comprehensive	Canada
1984	12.0%	14.0%	15.1%
1985	11.8%	14.5%	15.5%
1986	12.0%	15.2%	16.0%
1987	12.2%	15.6%	16.5%
1988	12.2%	16.3%	17.1%

Source: Centre for Education Statistics, Statistics Canada

Employment Equity at the University of Windsor, 1989 to 1999

Following the implementation of the *Positive Action Plan for Achieving Equity in Hiring Women Faculty* in 1988, the employment equity infrastructure—PCEE, RCEE, and employment equity and procedures assessors—evolved to include equity monitoring of all academic decision-making committees. Employment equity and procedures assessors are non-voting members of all appointments and Renewal, Promotion, Tenure (RPT) committees and university committees regarding workload or academic awards. EE/PAs play a key role in ensuring equity and fairness in committee processes and decisions. Figure 3 presents the organizational chart for the employment equity infrastructure. The equity infrastructure diagram illustrates the breadth of equity oversight.

Figure 3: Employment Equity Infrastructure



In the early years of the *Positive Action Plan for Achieving Equity in Hiring Women Faculty*, employment equity was buttressed by the creation of 12 tenure-track bridging positions for women faculty only. After a decade of hiring under the University of Windsor’s employment equity plan, the proportion of women faculty increased from 15.9% in 1989 to 28.1% in 1999. Table 2 presents the percentages of women tenured and tenure-track faculty at UWindsor, comprehensive and Canadian universities from 1989 to 1999. In 1993, after five years of employment equity, UWindsor begins to edge ahead of other universities in the percentage of women faculty. By 1996 and throughout the rest of the decade, the percentage of women faculty at the University of Windsor is greater than the percentage of women faculty in comprehensive universities or in all Canadian universities. In 1999, women represented 28.1% of the faculty.

Table 2: The Percentage of Tenured and Tenure-Track Women Faculty at UWindsor, Comprehensive and Canadian Universities, 1989 to 1999

Year	UWindsor	Comprehensive	Canada
1989	15.9%	17.4%	18.0%
1990	18.0%	18.5%	18.8%
1991	19.6%	20.3%	19.9%
1992	21.6%	21.7%	20.8%
1993	22.9%	22.4%	21.6%
1994	24.1%	23.5%	22.4%
1995	24.6%	24.3%	23.3%
1996	26.3%	25.5%	24.2%
1997	27.5%	26.0%	24.9%
1998	28.4%	26.5%	25.7%
1999	28.1%	27.0%	26.4%

Source: Centre for Education Statistics, Statistics Canada

In the period 1989-1999, there were several new initiatives with respect to employment equity. The employment equity mandate was extended to include the other designated groups—Aboriginal peoples, visible minorities, and persons with disabilities. A faculty member to represent these groups was added to the PCEE. The Academic Career Award was established by Dr Ron Ianni to support designated group members to complete a PhD and to be appointed to a tenure-track faculty position at the University of Windsor.⁵ There have been nine Academic Career Award recipients. Those currently on faculty include Dr Arunita Jaekel, Department of Computer Science, and Dr Danielle Soulliere, Department of Sociology, Anthropology, and Criminology. The last Academic Career Award recipient received her award in 1999. A full-time employment and educational equity coordinator, Dr Shahrzad Mojab, was hired from 1991-1993. In that short period, she established the “11-point criteria for implementation of

⁵ For more details see: <http://web4.uwindsor.ca/aca>.

employment equity” of the Federal Contractors Program (FCP), oversaw the creation of an independent employment equity database, formalized the applicant tracking system, conducted the university census, and completed the FCP compliance review. Dr Mojab left the University in 1993 to take a faculty position at Concordia University. The position of employment equity coordinator was left empty until 2001. Dr William (Bill) Jones, in 1996, appointed Dr Janice Drakich to the position of Special Advisor to the Vice-President Academic on Employment and Educational Equity.

Employment Equity at the University of Windsor, 1999 to 2009

In August 1999, the Office of Faculty Recruitment and Retention was established to facilitate the wave of faculty appointments predicted over the next decade and beyond. Dr Janice Drakich was appointed Director, Faculty Recruitment and Retention in 1999 and Gerri Pacecca was appointed Coordinator, Faculty Recruitment and Retention in June 2000. In addition to faculty recruitment, the OFRR is responsible for the employment equity plan for faculty and librarians. The assignment of employment equity and procedures assessors and the work of the PCEE are coordinated by the OFRR. The OFRR conducts workshops for appointment committee members, support staff, and EE/PAs on the recruitment process from the creation of the position advertisement and candidate recruitment, through the interview process, to the appointment of recommended candidates. In 2008-2009, the OFRR in conjunction with Anne Carrick, Manager Employment Equity, initiated employment equity and procedures assessor workshops for non-unionized staff positions as part of a pilot program to gradually extend the faculty recruitment procedures to all staff recruitment and promotion processes.

Since its inception, the Office of Faculty Recruitment and Retention strives to increase the number of applications from designated group members. Advertisements are placed in a variety of venues—print and on-line—and the OFRR is a member of the National Minority Faculty ID Program. All the University of Windsor advertisements have an equity statement and a description of the self-identification procedure. A new equity statement was adopted in 2002 to include lesbian, gay, bisexual and transgendered (LGBT) persons and to be more welcoming than the previous statement.⁶ Several display ads, our recruitment brochures, and recruitment

⁶ The University of Windsor is committed to equity in its academic policies, practices, and programs; supports diversity in its teaching, learning, and work environments; and ensures that applications from members of traditionally marginalized groups are seriously considered under its employment equity policy. Those who would contribute to the further diversification of our faculty and its scholarship include, but are not limited to, women, Aboriginal peoples, persons with disabilities, members of visible minorities, and members of sexual minority groups. The University of Windsor invites you to apply to our welcoming community and to self-identify as a member of one of these groups. International candidates are encouraged to apply; however Canadians and permanent residents will be given priority. To ensure that you are considered within the priorities of the Employment Equity Program, you may self-identify in your letter of application or in a separate letter to the Presidential Commission on Employment Equity.

banners were designed specifically to attract designated group members. In 2008-2009, the advertising campaign focused on the four designated groups and LGBT persons. The five campaign advertisements were placed in *CAUT Bulletin* and *University Affairs* and a composite of the five advertisements was placed in a special issue of OCUFA's *Academic Matters* for the 2009 Congress of the Humanities and Social Sciences. The composite advertisement appears here. Also, in our attempt to improve the equity process of self-identification for applicants and to enhance our data collection and equity oversight, an on-line application process was created in 2007 which directly asks applicants to self-identify.⁷

During the period 2001-2009, the University of Windsor received 15,810 applications for faculty, administrative, and librarian positions. The pool of applications includes 4,054 women, 11,756 men, 1,180 visible minorities, 40 persons with disabilities, 45 Aboriginal peoples, and 5,780 international candidates. Of the pool of candidates, 1,984 women and 4,414 men were qualified for the posted positions. Women represented 31% of the qualified candidates. Of those qualified candidates who self-identified, 11% were visible minorities and fewer than 1% were persons with disabilities and Aboriginal peoples. The result of faculty recruitment from 2001 to 2009 is summarized in Table 3.



Committed to equity and diversity

We are encouraged to see the issue of equity in the academy being addressed in a prominent way at Congress 2009. Intellectual pursuits invariably benefit from a diversity of perspectives.

That's why we're committed to being Canada's most equitable and diversified university, and why we nurture a culture that welcomes members of all the equity-seeking groups: women, members of racialized groups, Aboriginal peoples, persons with disabilities and LGBTs. All are represented on our faculty and we are committed to expanding their presence and voice.

For more information on the University of Windsor's commitment to equity and diversity, please call Dr. Janice Drakich, Director of Faculty Recruitment, toll free at 1-877-865-6808 or visit us online.

uwindsor.ca/facultypositions

You. Windsor.

University of Windsor
thinking forward

Dr. Chitra Rangan
Physics

Dr. Judith Sinanga Ohlmann
Languages, Literatures & Cultures

Dr. Sarah Vanlaarhoven
Biological Sciences

Dr. Don Leslie
Social Work

Prof. Lionel Walsh
Dramatic Art

⁷ It is important to note that 8,306 male and female applicants did not self-identify as a designated group member. Self-identification, in my opinion, is a barrier to the implementation of employment equity. While the on-line application process has helped to increase self-identification, not all departments or candidates have migrated to the on-line procedure.

Table 3: Summary of Academic Positions Filled By Year, Type of Position, and Sex of the Appointed Candidates for the Period 2001-2009

2001-2009 Summary of Academic Positions Filled by Year																				
Year	Tenure-Track/ Tenured				Limited-Term				Ancillary Academic Staff				Administrative				Male/Female Total			
	M	F	TOT	% F	M	F	TOT	%F	M	F	TOT	% F	M	F	TOT	% F	M	F	TOT	% F
2001	37	19	56	34	27	15	42	36	0	0	0	0	0	0	0	0	64	34	98	35
2002	39	15	54	28	19	20	39	51	3	2	5	40	1	0	1	0	62	37	99	37
2003	31	19	50	38	22	22	44	50	0	1	1	100	0	1	1	100	53	43	96	45
2004	24	19	43	44	21	12	33	36	2	1	3	33	2	2	4	50	49	34	83	41
2005	21	16	37	43	23	22	45	49	3	3	6	50	1	0	1	0	48	41	89	46
2006	21	20	41	49	21	33	54	61	1	4	5	80	3	0	3	0	46	57	103	55
2007	25	25	50	50	16	9	25	36	1	5	6	83	1	1	2	50	43	40	83	48
2008	16	11	27	41	11	5	16	31	0	3	3	100	0	1	1	100	27	20	47	43
2009	5	8	13	62	1	2	3	67	1	2	3	67	0	0	0	0	7	12	19	63
Totals	219	152	371	41	161	140	301	47	11	21	32	66	8	5	13	38	399	318	717	44

Source: OFRR Databases

The table provides an annual breakdown of the number and type of appointment by sex and the percentage of women faculty, librarians, and administrators. Between 2001 and 2009 a total of 717 positions were filled. Of these, 371 were tenure-track positions, 301 were limited-term positions, 32 were ancillary academic staff positions, and 13 were administrative positions. Of all these positions, 44% were filled by women. Women represent 38% of the administrators appointed and 41% of the tenure-track faculty. The appointment of limited-term faculty has ranged from a high of 54 positions in 2006 to a low of 3 positions in 2009. Of the 301 limited-term faculty hired, 47% were women, 29% were visible minorities, and 3% were Aboriginal peoples and persons with disabilities. While the recruitment of limited-term faculty is important to tracking the employment of contingent faculty and is of interest in evaluating a commitment to equity principles and practices, the recruitment of permanent faculty, librarians, and administrators is more significant to the long-term diversity of the University and is the main focus of this Report.

Tenured and Tenure-track Faculty and Librarian Appointments, 2001-2009

The cost of faculty recruitment in both in-kind and actual dollars is significant. The deliberations of an appointments committee and attendance at candidates' interviews by faculty members, librarians, and EE/PAs require a substantial commitment of time. This work often goes unrecognized and is typically underappreciated by peers. The OFRR is aware of the onerous workload associated with faculty recruitment, as well as the significance of this work. On its face, faculty recruitment work is viewed narrowly as adding a faculty member, but in a broader perspective it is related to the reputation and future direction of an AAU and the University. Its accountability to employment equity constructs the diversity of the faculty, our academic diversity, and our future ability to serve diverse populations. Faculty recruitment is a weighty responsibility. Further, consider the magnitude of the investment that the University of Windsor makes in a single faculty/librarian appointment: over the lifetime of his/her appointment at the university, a tenure-track/tenured faculty member or librarian will earn on average \$7,365,222 in salaries, benefits, and pension. The indirect costs of a single faculty appointment inflate the costs further. From 2001 to 2009, faculty recruitment represents an investment of \$2,732,497,362 in 371 tenure-track/tenured faculty positions.

The impact of faculty renewal, from 2001 to 2009, to the diversification of permanent faculty and librarians is the focus of the following sections. Equity progress at the University of Windsor is reviewed on a number of levels. First, we examine the overall progress and make comparisons to other universities, where possible. Second, we examine equity progress in each of the nine Faculties and the Leddy Library. Finally, equity progress in each academic administrative unit (AAU) is reviewed (e.g., departments and schools).

Employment Equity in the Aggregate at the University of Windsor, 2001-2009

Table 4 presents a summary of the shortlisted candidates for tenured and tenure-track and librarian appointments from 2001-2009 by designated group and sexual minority status.

Table 4: Summary of Shortlisted Candidates by Year, by Designated Group and Sexual Minority Status, 2001-2009

2001-2009 Summary of Shortlisted Candidates for Tenure-Track Faculty/Librarian Positions												
Year	Qual. Men	Qual. Women	Interviewed		Men and Women by Designated Group Status				Summary			
			Men	Women	Abor.	Dis.	Sex. Min.	Vis. Min.	Total Interview	% of Vis. Min.	% of Women	% of Men
2001	423	148	130	45	1			59	175	34	26	74
2002	448	130	150	79	1			68	229	30	34	66
2003	498	166	151	78	1	2		75	229	33	34	66
2004	416	195	139	76			2	49	215	23	35	65
2005	283	131	108	65	2			35	173	20	38	62
2006	238	153	89	62		1	1	35	151	23	41	59
2007	310	193	98	101	5	1		61	199	31	51	49
2008	185	89	66	43			1	25	109	23	39	61
2009	61	30	24	24	1	1	0	12	48	25	50	50
Total	2862	1235	955	573	11	5	4	419	1528	27	38	63

Source: OFRR Databases

Overall, the percentage of shortlisted women candidates (38%) exceeds the percentage of qualified women candidates (30%). The percentage of qualified women ranged from a low of 22% in 2002 to a high of 39% in 2006. Visible minority candidates represent 27% of the shortlisted candidates. It is interesting to compare the percentages of shortlisted women and visible minorities in Table 4 to the percentages of their appointment in Table 5. Table 5 provides a breakdown of the tenure-track and tenured faculty and librarian appointments from 2001-2009 by designated group and sexual minority status. In seven of nine years, the percentage of women appointed exceeds the percentage of shortlisted women. In 2007, the difference between shortlisted and appointed women is negligible at one percentage point and in 2002 the difference of six percentage points represents the lost opportunity to appoint three women. For visible minority candidates, the percentages of shortlisted and appointed candidates are essentially equal in three years, the percentage in 2005 is slightly lower, and in 2002, 2003, 2004, 2007, 2009 the percentage appointed exceeded the percentage shortlisted.

Table 5 shows that women represent 41% and visible minorities represent 33% of tenure-track and tenured appointments. Aboriginal peoples, persons with disabilities, and sexual minorities together represent 3.5% of the appointments from 2001 to 2009. Women at 41% and visible minorities at 33% are better represented than the other equity-seeking groups in our faculty and librarian appointments. It is worth repeating that self-identification is a voluntary action that does not permit an exact reporting of designated group members.

Table 5: Summary of Tenure-Track New Faculty/Librarian Appointments by Designated Group and Sexual Minority Status, 2001-2009

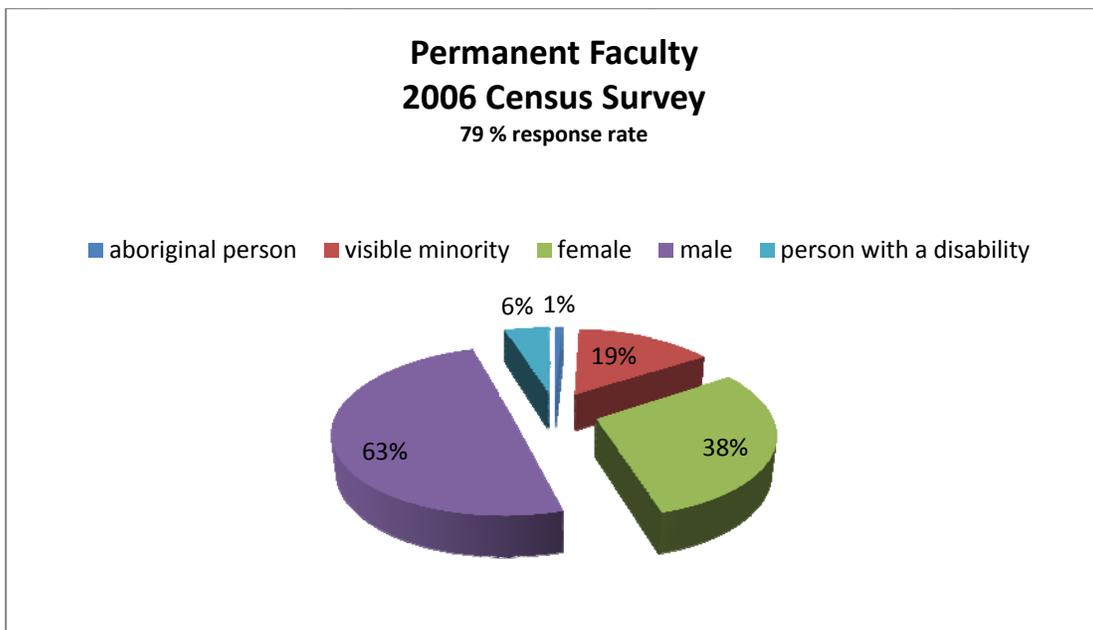
2009 By Faculty for Tenure-Track New Faculty/Librarian Appointments										
Faculty	Men	Women	Men and Women by Designated Group Status				Summary			
			Abor.	Dis.	Sex. Min.	Vis. Min.	Total Hired	% of Vis. Min.	% of Women	% of Men
2001	37	19	0	1	0	19	56	34	34	66
2002	39	15	0	2	1	25	54	46	28	72
2003	31	19	1	1	0	24	50	48	38	62
2004	24	19	0	1	2	14	43	33	44	56
2005	21	16	0	0	0	6	37	16	43	57
2006	21	20	0	0	0	9	41	22	49	51
2007	25	25	2	1	0	17	50	34	50	50
2008	16	11	0	0	1	6	27	22	41	59
2009	5	8	0	0	0	4	13	31	62	38
Total	219	152	3	6	4	124	371	33	41	59

Source: OFRR Databases

The OFRR data presented in Table 5 show that the percentage of faculty and librarian women hired ranges from a low of 28% in 2002 to a high of 62% in 2009. Overall, the percentage of women hired in tenure-track, limited term, AAS, and administrative positions in Table 3 ranges from a low of 35% in 2001 to a high of 63% in 2009. The data in tables 4 and 5 also show that the percentage of women and visible minority candidates appointed typically exceeded or matched the pool of shortlisted candidates. This Report provides comparison data with other universities for women to enable the reader to assess equity progress. In the absence of similar data for visible minorities, the available data and a comparison are provided in the next paragraph.

Available data from the Canada Census give an approximation of the representation of Aboriginal persons and visible minorities in the Canadian professoriate. National data on persons with disabilities and sexual minorities in the professoriate are simply not available. In the 2009 issue of the CAUT *Almanac*, visible minority faculty increased their representation in the Canadian professoriate from 12.5% in 2001 to 14.9% in 2006. The proportion of visible minority faculty appointed at the University of Windsor in each year from 2001 to 2009, exceeds their representation in Canadian universities. In 2006, the University of Windsor conducted an employment equity census. Based upon the self-identification of 79% of the tenure-track and tenured faculty, 38% were women, 19% were visible minorities, 6% were persons with disabilities, and 1% were Aboriginals. Figure 4 represents this distribution. The University of Windsor census snapshot in 2006 supports the self-identification OFRR recruitment data that suggests that the University of Windsor exceeds the percentage representation of visible minorities in Canadian universities.

Figure 4: Percentage of Faculty by Designated Group Status in 2006



Source: University of Windsor 2006 Census

The representation of women in the Canadian professoriate increased from 26.8% in 2000 to 33.9% in 2007. In Ontario universities there was a 7.6 percentage point increase from 26.8% women in 2000 to 34.4% in 2007. From 2000 to 2007, UWindsor exceeded the averages of both Canadian and Ontario universities. In 2000, women at UWindsor represented 29.7% of the faculty and in 2007 they represented 36%. Table 6 presents the representation of women faculty at UWindsor, Ontario and Canadian universities from 2001 to 2009.

Table 6: Percentage of Women Faculty at the UWindsor, Ontario and Canadian Universities, 2001 to 2009

Percentage of Women Faculty at UWindsor, Ontario and Canadian Universities, 2001-2009									
	2001	2002	2003	2004	2005	2006	2007	2008	2009
Canadian Universities	28	29	30	31	32	33	34	n/a	n/a
Ontario Universities	28	29	30	32	32	33	34	n/a	n/a
University of Windsor	31	32	33	33	34	36	36	n/a	37

Source: Centre for Education Statistics, Statistics Canada

To visualize our growth from 2001 to 2009, Table 7 plots the percentage of women appointed to tenure-track and tenured faculty positions in comparison to comprehensive and Canadian universities. The table reveals that UWindsor appointed a greater percentage of women faculty compared to both comprehensive and Canadian universities in 2001, 2005, 2006, and 2007, appointed women faculty at about the same percentage in 2003 and 2004, and well below the percentage of women faculty appointed at either comprehensive or Canadian universities in 2002. The Statistics Canada data are only available to 2007.

Table 7: Percentage of Women Faculty Appointed at the UWindsor, Ontario and Canadian Universities, 2001 to 2009

Percentage of Women Faculty Hired at UWindsor, Canadian and Comprehensive Universities, 2001-2009									
	2001	2002	2003	2004	2005	2006	2007	2008	2009
Canadian Universities	37	38	38	37	39	39	43		
Comprehensive Universities	36	33	34	39	39	41	42		
University of Windsor	43	29	38	38	46	44	44	39	62

Source: Centre for Education Statistics, Statistics Canada

To understand our equity progress, it is not enough to simply look at the overall statistics. In some disciplines the candidate pools are more diverse than in other disciplines and aggregate numbers may mask poor equity performance in departments and faculties. The distribution of faculty is not revealed in the institution's aggregate data. For example, the uneven distribution or the absence of designated group faculty members in faculties and departments is not discernable from the aggregate data. It is, thus, important to go beyond the university's aggregate data to examine equity progress in both faculties and departments. This deeper analysis will identify those areas that are making equity progress and those that are not. In the next section, the equity performance of each faculty in the period 2001 to 2009 is reviewed.

Employment Equity in Faculties at the University of Windsor

The number and percentage of women in each faculty and the libraries in 1999 and 2009 are presented in Table 8. Equity progress was made in the percentage of women faculty in all faculties with the exception of the Odette School of Business. The Faculty of Human Kinetics had the greatest change in the representation of women. Its representation of women increased from 33% in 1999 to 48% in 2009. The Faculty of Human Kinetics is followed by FASS, the Faculty of Education, and the Faculty of Science with an increase of 11 percentage points in the representation of women in each of those faculties. The Faculty of Engineering had the smallest percentage change of 2 percentage points. The growth, or not, in the percentage of women faculty in each faculty is examined by considering the opportunity to hire and the percentage of women hired between 2001 and 2009.

Table 8: Comparison of the Percentage of Women in Faculties , 1999, 2009

Percentage of Women by Faculty, 1999 and 2009							
1999				2009			
FACULTY	N AAU	N Women	% of Dept	FACULTY	N AAU	N Women	% of Dept
FASS	151	56	37%	FASS	194	93	48%
EDUCATION	27	11	41%	EDUCATION	31	16	52%
ENGINEERING	39	4	10%	ENGINEERING	65	8	12%
HUMAN KINETICS	12	4	33%	HUMAN KINETICS	21	10	48%
LAW	20	7	35%	LAW	31	12	39%
NURSING	16	15	94%	NURSING	12	11	92%
LIBRARIES	22	13	59%	LIBRARIES	26	18	69%
ODETTE	38	8	21%	ODETTE	50	10	20%
SCIENCE	106	12	11%	SCIENCE	115	24	21%
Totals	431	130	30%	Totals	545	202	37%

Source: Human Resources

Table 9 provides a summary of the positions approved for appointment by faculty in rank order from highest to lowest number. In the period 2001-2009, FASS had the largest number of tenure-track and tenured positions (136) followed by the faculties of Science and Engineering (61 and 44, respectively). The remaining faculties each had less than 10% of the new appointments from 2001 to 2009. FASS had, by far, the greatest opportunity, by the large number of positions and the academic clustering of women in the humanities and social sciences, to transform the diversity profile of the faculty.

Table 9: Summary of Faculty/Librarian Positions by Faculty by Year 2001-2009

2001-2009 Summary of New TT Faculty/Librarian Positions by Faculty											
FACULTY	2001	2002	2003	2004	2005	2006	2007	2008	2009	Total	%
FASS	15	22	17	17	16	20	18	10	1	136	37%
SCIENCE	10	10	11	7	4	8	4	6	1	61	16%
ENGINEERING	10	10	8	7	1	2	4	1	1	44	12%
BUSINESS	6	4	3	3	3	5	6	1	3	34	9%
EDUCATION	3	1	5	3	7	0	8	0	0	27	7%
LAW	2	3	1	3	1	0	3	4	4	21	6%
HUMAN KINETICS	1	1	1	0	3	1	3	3	3	16	4%
LEDDY	2	0	2	3	0	3	2	2	0	14	4%
NURSING	5	2	2	0	0	0	1	0	0	10	3%
GSR/GLIER	2	1	0	0	2	2	0	0	0	7	2%
INTER-FACULTY	0	0	0	0	0	0	1	0	0	1	0%
TOTAL	56	54	50	43	37	41	50	27	13	371	100%

Source: OFRR Databases

Table 10 provides a summary of the tenure-track and tenured appointments by faculty by designated group status for the period 2001-2009. Excluding the female dominated disciplines of nursing and librarianship, four faculties appointed 50% or more women in the period: Law (62%), Education (52%), FASS (51%), and Human Kinetics (50%). Graduate Studies and Research, the home faculty for faculty appointments in the Great Lakes Institute for Environment Research, appointed the smallest proportion of women at 14%. The appointment of visible minorities is highest in Engineering at 70% followed by Odette at 56% and Science at 48%. Human Kinetics has the lowest percentage of visible minority appointments at 6% followed by FASS at 13%. The rank order of the percentages of visible minorities appointed is almost a direct inversion of the rank order of the percentages of appointed women. In part, the inverse rank orders reflect the academic clustering of women and visible minorities in disciplines. Engineering and Business appointed more than 50% visible minorities and Human Kinetics and FASS appointed fewer than 15%. Education is the only faculty that appointed both women and visible minorities at rates that were more similar than opposite, 41% visible minorities and 52% women.

Table 10: Summary of Tenure-Track and Tenured Appointments by Faculty, by Designated Group and Sexual Minority Status, 2001-2009

2001-09 Summary of New TT Faculty Appointments by Designated Group Status by Faculty										
Faculty	Men	Women	Men and Women by Designated Group Status				Summary			
			Abor.	Dis.	Sex Min.	Vis. Min.	Total Hired	% of Vis. Min.	% of Women	% of Men
Arts and Soc.Sci.	67	69		2	1	18	136	13	51	49
Business	27	7				19	34	56	21	79
Education	13	14	1			11	27	41	52	48
Engineering	37	7	1			31	44	70	16	84
Grad St & Research	6	1				1	7	14	14	86
Human Kinetics	8	8				1	16	6	50	50
Inter-Faculty Prog	0	1				1	1	100	100	0
Law	8	13		2		8	21	38	62	38
Leddy Library	3	11			3	4	14	29	79	21
Nursing	2	8		1		1	10	10	80	20
Science	48	13	1	1		29	61	48	21	79
Total	219	152	3	6	4	124	371	33	41	59

Source: OFRR Databases

To understand the appointments diversity profile and to *thinking forward*, it would be helpful to have the national pools of designated group members by discipline for recent PhDs, however, Statistics Canada (or any other national or provincial body) does not collect data on ethnicity, race, disability, or sexual minority status of newly minted PhDs or faculty.⁸ Research in the USA and the UK, where this information is collected annually, suggests that visible minorities are clustered in specific academic disciplines. Despite the absence of Canadian data on designated groups, it is expected that academic clustering occurs in Canadian higher education as well. Women and academic clustering is well researched and documented internationally. The research has consistently documented that women are underrepresented in STEM (science, technology, engineering, mathematics) disciplines in both undergrad and graduate programs and the professoriate (Adamuti-Trache & Andres, 2008).

⁸ RCEE was aware of the importance of the available pool of candidates for equity progress. The RCEE in the early 1990s established equity goals and timetables for women faculty for each AAU. These goals and timetables were never revised. The restructuring and re-restructuring of the University of Windsor at the end of the 1990s and the extension of employment equity beyond women were barriers to the task. To engage in the task of setting goals and timetables is a worthwhile exercise, but in the absence of availability data for designated and sexual minority groups, the task is difficult, but not impossible with other parameters.

Employment Equity in Departments at the University of Windsor

The representation of women in AAUs in 1999 and ten years later in 2009 is presented in Table 11. There are 24 AAUs in the departmentalized faculties of Arts and Social Sciences and Science and in 2009 Women's Studies is included in the list. All departments except Communication, Media and Film, Civil and Environmental Engineering, Earth and Environmental Sciences, History, Philosophy, and Political Science, increased their representation of women from 1999 to 2009. In 1999, only History had more than 50% women. In 2009, there are four departments that have more than 50% women: English (54%), Psychology (58%), Visual Arts (75%), and Sociology, Anthropology and Criminology (53%).

Table 11: Summary of Tenure-Track and Tenured Appointments by Department, by Designated Group and Sexual Minority Status, 1999 and 2009

Percentage of Women by AAU 1999 and 2009							
1999				2009			
DEPARTMENT	N AAU	N ♀ Dept	% Dept	DEPARTMENT	N AAU	N ♀ Dept	% Dept
BIOLOGICAL SCIENCES	19	3	16%	BIOLOGICAL SCIENCES	24	7	29%
CHEMISTRY & BIOCHEMISTRY	15	1	7%	CHEMISTRY & BIOCHEMISTRY	20	5	25%
CIVIL & ENVIRONMENTAL ENG	11	3	27%	CIVIL & ENVIRONMENTAL ENG	17	3	18%
COMMUNICATION STUDIES	10	3	30%	COMMUNICATION STUDIES	10	3	30%
EARTH SCIENCES	13	1	8%	EARTH SCIENCES	14	1	7%
ECONOMICS	14	1	7%	ECONOMICS	12	1	8%
ELECTRICAL & COMPUTER	9	0	0%	ELECTRICAL & COMPUTER	16	1	6%
ENGLISH	13	6	46%	ENGLISH	13	7	54%
HISTORY	11	6	55%	HISTORY	11	5	45%
IMSE	6	1	17%	IMSE	9	2	22%
LANGUAGES	13	5	38%	LANGUAGES	21	9	43%
MATHEMATICS & STATISTICS	20	2	10%	MATHEMATICS & STATISTICS	16	3	19%
MAME	13	0	0%	MAME	23	2	9%
PHILOSOPHY	4	2	50%	PHILOSOPHY	8	2	25%
PHYSICS	7	0	0%	PHYSICS	8	2	25%
POLITICAL SCIENCE	15	5	33%	POLITICAL SCIENCE	17	5	29%
PSYCHOLOGY	27	9	33%	PSYCHOLOGY	31	18	58%
SCHOOL OF COMPUTER SCIENCE	18	4	22%	SCHOOL OF COMPUTER SCIENCE	21	5	24%
SCHOOL OF DRAMATIC ART	9	3	33%	SCHOOL OF DRAMATIC ART	13	6	46%
SCHOOL OF MUSIC	9	2	22%	SCHOOL OF MUSIC	9	3	33%
SCHOOL OF SOCIAL WORK	9	3	33%	SCHOOL OF SOCIAL WORK	18	10	56%
SCHOOL OF VISUAL ARTS	9	2	22%	SCHOOL OF VISUAL ARTS	8	6	75%
SOCIOLOGY & ANTHRO	21	9	43%	SOCIOLOGY & ANTHRO	32	17	53%
				WOMEN'S STUDIES	3	3	100%
Totals	295	71	24%	Totals	374	126	34%

Source: Human Resources

An examination of the recruitment process from 2001 to 2009 indicates that 11 departments appointed from 0% to 25% women, six departments appointed between 33% and 44%, and six departments appointed more than 50% women. Those departments that appointed more than 50% women are in FASS: Sociology, Anthropology and Criminology (50%), Psychology (59%), Social Work (67%), Music (71%), Dramatic Arts (75%), and Visual Arts (83%). All of the departments that appointed 0% to 25% women are in Science and Engineering. Computer Science stands out as the only department that did not hire a woman to a tenure-track position. Physics at 40% is the only science department that appointed more than 25% women.

Table 12: Summary of New Tenure-Track and Tenured Appointments by Department, by Designated Group and Sexual Minority Status, 2001-2009

New Tenure-Track Faculty Appointments By AAU, By Designated Group and Sexual Minority Status, 2001-2009										
	M	W	Men and Women by Designated Group Status				Summary			
			AB.	DIS.	Sex. Min.	Vis. Min.	Total Hired	% of Vis. Min.	% of W	% of M
Communication Studies	6	4	0	0	0	2	10	20%	40%	60%
Dramatic Arts	2	6	0	0	0	0	8	0%	75%	25%
English	5	4	0	0	0	1	9	11%	44%	56%
History	5	3	0	0	0	1	8	13%	38%	63%
Languages	8	5	0	0	0	1	13	8%	38%	62%
Music	2	5	0	0	0	0	7	0%	71%	29%
Philosophy	7	1	0	0	0	0	8	0%	13%	88%
Political Science	8	4	0	0	0	3	12	25%	33%	67%
Psychology	7	10	0	1	0	3	17	18%	59%	41%
Social Work	7	14	0	1	0	2	21	10%	67%	33%
Sociology & Anthro	8	8	0	0	0	4	16	25%	50%	50%
Visual Arts	1	5	0	0	1	0	6	0%	83%	17%
Civil and Environmental	9	2	0	0	0	8	11	73%	18%	82%
Electrical and Computer	13	1	0	0	0	12	14	86%	7%	93%
IMSE	4	1	0	0	0	2	5	40%	20%	80%
MAME	11	3	1	0	0	8	14	57%	21%	79%
Biology	10	3	1	1	0	2	13	15%	23%	77%
Chemistry	8	2	0	0	0	3	10	30%	20%	80%
Computer Science	9	0	0	0	0	7	9	78%	0%	100%
Earth Sciences	3	1	0	0	0	1	4	25%	25%	75%
Economics	8	2	0	0	0	6	10	60%	20%	80%
Math	7	2	0	0	0	8	9	89%	22%	78%
Physics	3	2	0	0	0	2	5	40%	40%	60%

Source: OFRR Databases

Ten departments appointed 8% to 25% visible minorities. Of these ten departments, eight are in FASS. No social science or humanities department appointed more than 25% visible minorities. Four departments in FASS did not hire a visible minority—Dramatic Arts, Music, Philosophy, and Visual Arts. Six departments in the faculties of Science and Engineering appointed more than 50% visible minorities: Mechanical, Automotive, and Materials Engineering (57%), Economics (60%), Civil and Environmental Engineering (73%), Computer Science (78%), Electrical and Computer Engineering (86%), and Mathematics and Statistics (89%).

The percentage of women and visible minorities appointed by departments, once again, suggests academic clustering. Table 12 more clearly identifies equity progress than aggregate data or the data on faculties. The data focus on departments in this section underscores the need to customize equity goals at the departmental level and to revise our employment equity plan to ensure the appointment of designated group members.

Thinking forward must look more closely at the equity performance of departments.

Reflections on Employment Equity, 1988 to 2009

After 21 years, the representation of women at the University of Windsor has increased from 12.2% in 1988 to 37% women in 2009. A comparison of university hiring prior to and after the implementation of employment equity indicates that our employment equity practices have made a difference. This conclusion is supported in the comparison of the University of Windsor with comprehensive, Ontario, and Canadian universities. As mentioned earlier, the University of Windsor has consistently had a larger percentage of women faculty in the last decade than Ontario or Canadian universities. Our hiring has been at or above the percentages of Canadian and comprehensive universities for most of the decade. The University of Windsor began its employment equity journey at the bottom of the pack and is now at the top end. The infrastructure of equity oversight and the integration of fair and equitable procedures have established a notable appointments process for faculty, librarians, and administrators. We've done very well over the 21 years. Now is not the time, however, to relax our efforts and risk losing the ground that has been established. Instead, now is the time to reflect on our equity progress, study the complexities of the recruitment and appointment processes, and make adjustments to our policy and practices to make them optimally effective.

An assessment of the impact of our employment equity practices cannot be isolated from other influences in the recruitment and appointments processes. The autonomy of departments to make hiring decisions, the pool of qualified candidates, academic clustering, the desirability of the University of Windsor as a career destination, the desirability of Windsor as a place to live, the culture of disciplines, spousal hiring, competitive salaries and start-up funds, space, and

collegiality and treatment of candidates are some of the factors that influence applications and acceptance of offers of employment.

What can we learn from 21 years of employment equity? All the right pieces are in the right places. Fair and equitable processes have led to better evaluation of candidates and decision making. Monitoring appointments processes, Article 30 of the collective agreement, and the authority of PCEE have been important to the implementation of employment equity. Our employment equity practices have become standardized across appointments committee. Yet, even with a strong employment equity infrastructure, we have not achieved the goal established in the report *50/50 by the year 2000*.

I have been involved with 717 appointments as director, faculty recruitment and retention and more as an employment equity and procedures assessor and a PCEE member since 1989. Based on my experience I will end by identifying some of the challenges to employment equity that I have observed and offer a few recommendations to provide future equity committees with discussion items. The challenges and recommendations are grounded in the recognition that faculty recruitment and equity processes are not parallel processes, but rather, they are intertwined. The relationship of recruitment to equity progress is often ignored. If the pools of qualified candidates do not include diversity candidates, the appointment of a designated group or LGBT member is not possible. Faculty recruitment is a task that has not been taken up seriously by most appointments committees. Many faculty members believe that if you place an advertisement, they will come. More effort in faculty recruitment must be made by appointments committees and supported by the University. The shortlist stage is the most important stage of the appointments process. Self-identification is a significant barrier to ensuring the representation of designated group members on the short list. It is important for EE/PAs to receive training on our employment equity procedures and equity principles. Regular communication and procedures for notifying PCEE of problems and concerns must be established and maintained with EE/PAs. PCEE's intervention at the shortlist stage is critical to the implementation of employment equity. PCEE must be vigilant in its evaluation of candidates' and appointments committees' assessments. Moreover, the members of PCEE need to have expertise in equity, the appointments process, and interpretation of application documents. Once candidates are shortlisted the task of appointments committees is to keep their eyes on the goal of acceptance of an offer of employment. To that end, appointments committees must do a good job of hosting candidates. Their efforts, however, are immediately sabotaged by candidates' first impressions of our campus. It is necessary to emphasize that the campus is the candidates' first exposure to the University and their impression will have long lasting effects through recruitment and retention. More funds must be allocated to deferred maintenance so that Physical Plant can make our campus aesthetically pleasing. Negotiations with the recommended candidates have increasingly been dependent on spousal appointments either an academic appointment or employment in the city. Given the economic climate, the

challenge of spousal appointments is daunting. Candidates often have other offers and the University must be competitive in salary, benefits, and start-up to influence the candidate's decision.

Regardless of all the structural checks and balances and support for equity and recruitment, appointment decisions are made by our colleagues, not our policies and practices. Strengthening our equity culture and introducing policies that limit the hiring of non-designated group members are the only avenues for significant change.

I hope that this Report will be useful to future employment equity committees, practitioners, and advocates.

Respectfully submitted,

Janice Drakich
Director, Faculty Recruitment & Retention
30 November 2009

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Appendix A

Positive Action Plan for Achieving Equity in Hiring Women Faculty Proposed by President Ianni and Endorsed by Senate November 17, 1988

- 1.** Provision by the Deans of the Faculties of their procedures and guidelines for implementation of the Report of the Review Committee on Employment Equity and of the supplementary report of the Deans' Task Force aimed at increasing the appointment of women to faculty positions.
- 2.** Immediate adoption of the use of Employment Equity Assessors (EEAs).
- 3.** The establishment of a Presidential Commission on Employment Equity composed of the Vice-President, Academic and two senior faculty women, to review every recommendation for appointment to faculty.
- 4.** The creation of a Senate Committee or a new Establishment Task Force, with membership to include at least one woman, to review the most recent Establishment Report and to recommend a series of incentives that can be adopted to encourage the appointment of women faculty.