

2011

EMPLOYMENT EQUITY REPORT



Office of Human Rights, Equity and
Accessibility (OHREA)
www.uwindsor.ca/ohrea

13 April 2012

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INTRODUCTION

In the late 1970s, the federal government introduced a voluntary Affirmative Action Program for the private sector, followed by a Program in 1980 in three government departments. Within a few short years, it was recognized that this voluntary plan was producing little change, and The Royal Commission on Equality in Employment was established. Releasing a report in 1984, Commissioner Judge Rosalie Abella coined the term Employment Equity. The Employment Equity Act was passed in 1986, followed by the second Employment Equity Act in 1995. According to the legislation:

The purpose of this Act is to achieve equality in the workplace so that no person shall be denied employment opportunities or benefits for reasons unrelated to ability and, in the fulfilment of that goal, to correct the conditions of disadvantage in employment experienced by women, aboriginal peoples, persons with disabilities and members of visible minorities by giving effect to the principle that employment equity means more than treating persons in the same way but also requires special measures and the accommodation of differences.

There are two Canadian Federal Employment Equity Programs. The first is the Legislated Employment Equity Program (LEEP), which applies to all federally regulated employers with 100 or more employees and to all federal departments. The second program is the Federal Contractors Program (FCP). Under the FCP, employers with 100 or more employees who have secured a federal goods or services contract of \$200,000 or more are required to sign a certificate of commitment to implement employment equity in their workplace. The University of Windsor has been a signatory of the FCP since the program's inception in 1986.

The Act and the FCP identify four designated groups: women, Aboriginal peoples, persons with disabilities, and visible minorities. The University of Windsor recognizes sexual minorities as a fifth designated group for the purposes of employment equity.

The four main goals of Employment Equity are to eliminate employment barriers for the four designated groups; remedy past discrimination in employment opportunities and prevent future barriers; improve designated group members' access and distribution throughout all occupations and at all levels; and foster a climate of equity in the organization.

WORKFORCE REPRESENTATION

In November, 2009, the Office of Faculty Recruitment & Retention published a comprehensive report entitled “21 Years of Employment Equity: Looking Back to Thinking Forward.” (Please see <http://www.uwindsor.ca/ohrea/employment-equity-reports>.) The report traced the progress of members of the four designated groups in academic administrative, faculty, and librarian appointments over a nine year period.

In terms of reporting on all employees, the University of Windsor conducted its fourth Employment Equity Workforce Census in 2006.¹ (For an electronic copy, please see <http://www.uwindsor.ca/ohrea/employment-equity-reports>.) All subsequent new hires receive a survey form for self-identification. As with the workforce census, completion of the survey is voluntary, while return of the document is mandatory. The data from the new hires is incorporated with the University’s 2006 census data.

OHREA, IT, and HR are working on a system that would facilitate the collection of data for a more finely stratified identification of the location of employment equity designated groups throughout the University. The intent is to be able to provide the University community with more meaningful information on progress and gaps in our employment equity efforts. In addition, work continues on enhancing the ability to access the data using a variety of groupings in order to analyze further the workforce representation.

Overall Representation

This section of the University’s 2011 Employment Equity Report serves as an update on the statistical representation of faculty and staff members of the designated groups as of December 2011. It is a compilation of the 2006 workforce census and the data of new hires.

The comparative external representation data is drawn from the Statistics Canada 2006 census, specifically Labour Market Availability.² Although a National Census was conducted in 2011, comparative data for employment equity is not expected to be released until 2013-2014.

¹ University of Windsor Employment Equity: A report to the campus community 2006...*Everyone Counts!*

² www.hrsdc.gc.ca/eng/labour/publications/equality/eedr/2006/tables/table16_05.shtml

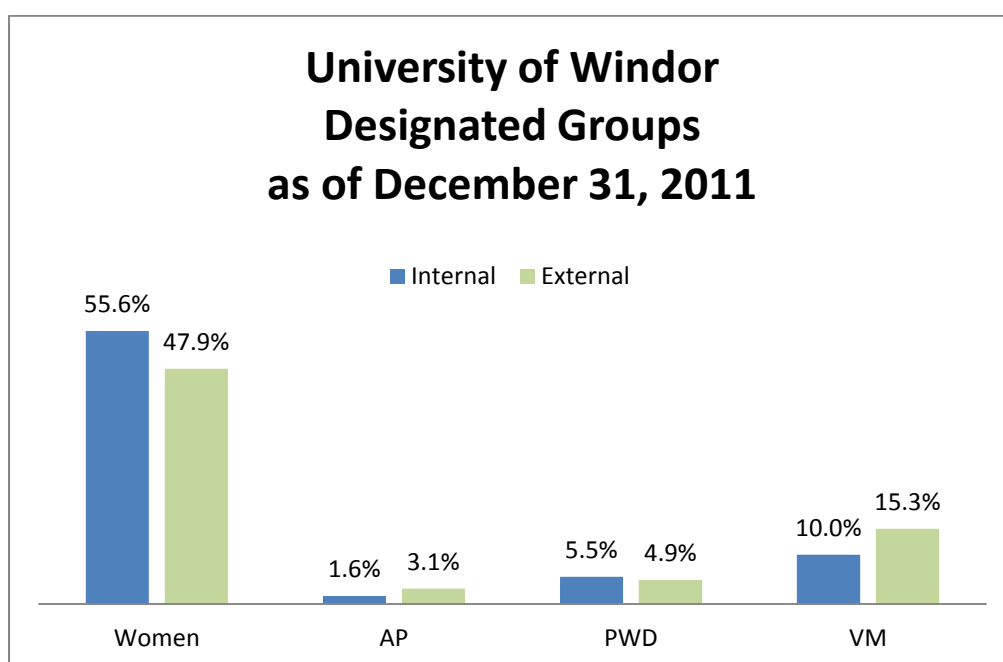
Ontario is used as a proxy for Windsor Census Metropolitan Area with respect to the labour market availability of persons with disabilities.

The various charts and tables in this Report provide information on the representation of the four designated groups in the University of Windsor workforce. These groups are women, Aboriginal peoples (AP), persons with disabilities (PWD), and visible minorities (VM).

The workforce is divided into fourteen Employment Occupational Groups (EEOG). Each EEOG consists of several subgroups representing specific occupational areas as identified by a unique code derived from the National Occupational Classification Manual (NOC). Shown below are various charts/tables indicating the representation in each EEOG based on the University of Windsor census results and confidential self-identification questionnaires as of December 2011.

External representation data are based on Canada's 2006 National census data, from which Statistics Canada's latest external availability figures are taken. As shown in Table 2, women make up 55.6% of the University of Windsor's workforce compared to 47.9% available in the general workforce; Aboriginal people 1.6% compared to 3.1%; people with disabilities 5.5% compared to 4.9%; and visible minorities 10% compared to 15.3% availability in the Canadian workforce.

Table/Chart 1: Internal Representation and External Availability of Designated Groups



Table/Chart 2: University Workforce Representation by Occupational Category

| EEOG | Occupational Level | Total Workforce | Women | AP | PWD | VM |
|-------------|--|------------------------|--------------|-------------|-------------|--------------|
| 1 | Senior Managers | 16 | 43.8% | 0% | 0% | 19% |
| 2 | Middle & Other Managers | 98 | 45.9% | 0% | 4% | 8% |
| 3 | Professionals | 1316 | 47.4% | 1% | 4% | 11% |
| | <i>University Professors - NOC #4121</i> | <i>(515)</i> | 37.7% | 1% | 5% | 20% |
| 4 | Semi-Professionals & Tech. | 98 | 66.3% | 1% | 3% | 8% |
| 5 | Supervisors | 43 | 62.8% | 0% | 7% | 2% |
| 6 | Supervisors: Crafts & Trades | 5 | 20.0% | 0% | 0% | 0% |
| 7 | Admin. & Senior Clerical | 218 | 95.4% | 1% | 7% | 6% |
| | <i>Secretaries - NOC #1241</i> | <i>(178)</i> | 97.2% | 1% | 7% | 5% |
| 8 | Skilled Sales & Service | 35 | 37.1% | 6% | 6% | 17% |
| 9 | Skilled Crafts & Trades | 42 | 0.0% | 5% | 10% | 2% |
| 10 | Clerical Personnel | 149 | 77.9% | 1% | 9% | 7% |
| 11 | Intermediate Sales & Service | 210 | 71.4% | 4% | 7% | 12% |
| | <i>Food & Beverage Servers - NOC #6453</i> | <i>(194)</i> | 70.6% | 5% | 7% | 13% |
| 12 | Semi-Skilled Manual Workers | 3 | 33.3% | 0% | 0% | 0% |
| 13 | Other Sales & Service | 120 | 48.3% | 5% | 16% | 13% |
| 14 | Other Manual Workers | 15 | 6.7% | 20% | 13% | 20% |
| | Totals | 2368 | 55.6% | 1.6% | 5.5% | 10.0% |

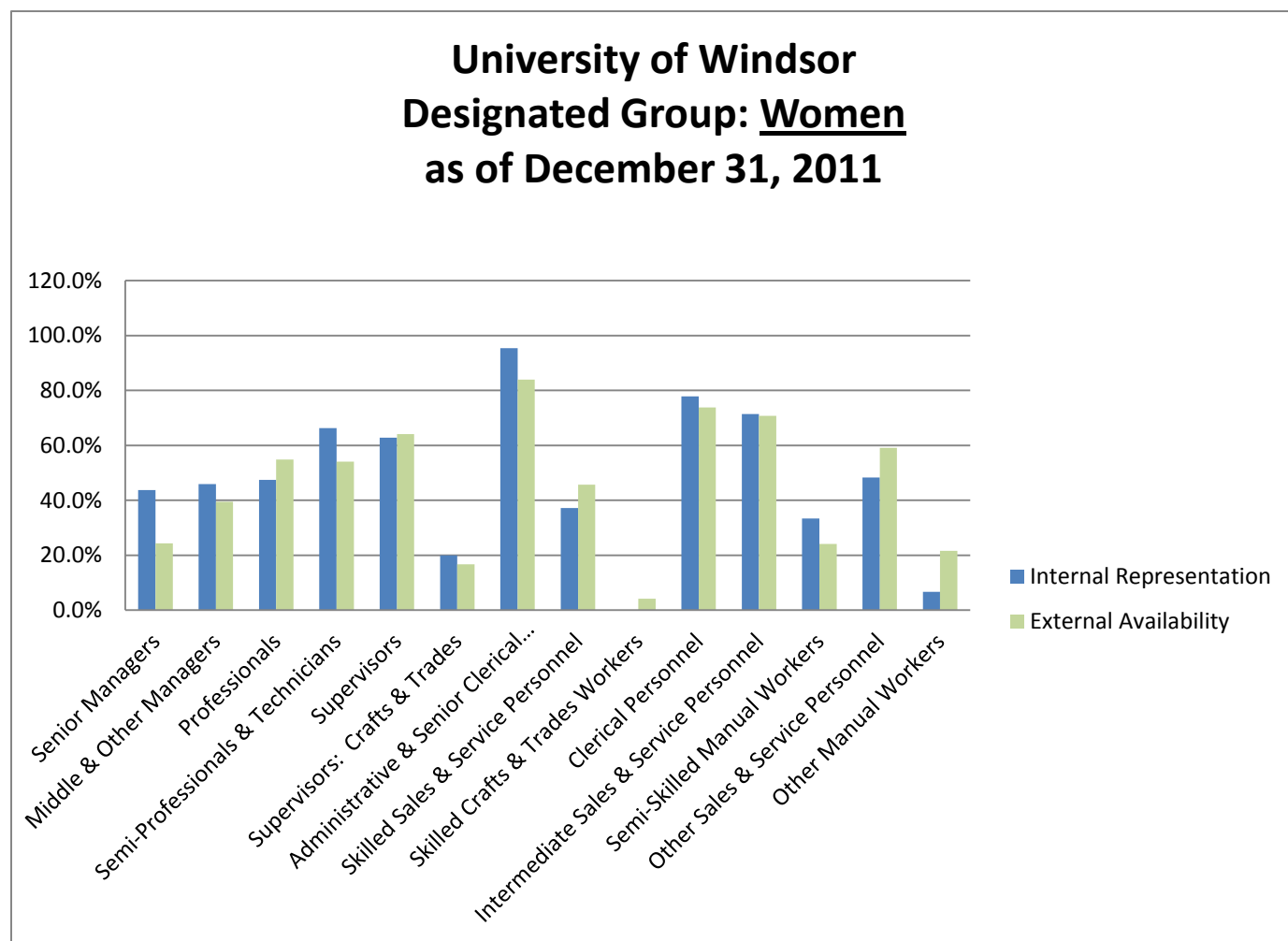
Table/Chart 3: 2011 Representation and Workforce Availability Comparisons

| 2011 Under and Over Representation Gaps | | | | | | | | | | |
|--|--|--------------|-------------|-------------|--------------|-------------------------------------|-------------|-------------|--------------|---------------|
| | University of Windsor | | | | | Geographical Recruiting Area | | | | |
| | Occupational Level | Women | AP | PWD | VM | Women | AP | PWD | VM | Area |
| 1 | Senior Managers | 43.8% | 0.0% | 0.0% | 18.8% | 24.3% | 3.2% | 4.9% | 7.5% | Canada |
| 2 | Middle Managers | 45.9% | 0.0% | 4.1% | 8.2% | 39.5% | 1.2% | 5.2% | 10.3% | Ontario |
| 3 | Professionals | 47.4% | 1.0% | 3.8% | 11.0% | 54.8% | 1.9% | 4.5% | 14.2% | Canada |
| | <i>University Professors - NOC #4121</i> | 37.7% | 1.2% | 5.2% | 19.6% | 38.9% | 0.9% | 4.5% | 14.9% | Canada |
| 4 | Semi-Professionals & Technicians | 66.3% | 1.0% | 3.1% | 8.2% | 54.1% | 2.0% | 5.2% | 18.3% | Ontario |
| 5 | Supervisors | 62.8% | 0.0% | 7.0% | 2.3% | 64.1% | 1.6% | 5.2% | 9.3% | Windsor |
| 6 | Supervisors: Crafts and Trades | 20.0% | 0.0% | 0.0% | 0.0% | 16.7% | 1.2% | 6.2% | 8.7% | Windsor |
| 7 | Administrative & Senior Clerical | 95.4% | 0.9% | 7.3% | 5.5% | 83.9% | 1.0% | 5.2% | 7.8% | Windsor |
| 8 | Skilled Sales & Service Personnel | 37.1% | 5.7% | 5.7% | 17.1% | 45.7% | 2.2% | 5.2% | 11.5% | Windsor |
| 9 | Skilled Crafts & Trades Workers | 0.0% | 4.8% | 9.5% | 2.4% | 4.1% | 1.2% | 5.2% | 7.4% | Windsor |
| 10 | Clerical Workers | 77.9% | 0.7% | 8.7% | 6.7% | 73.8% | 1.1% | 5.2% | 12.6% | Windsor |
| 11 | Intermediate Sales & Service Personnel | 71.4% | 4.3% | 7.1% | 11.9% | 70.7% | 1.8% | 5.2% | 15.5% | Windsor |
| 12 | Semi-Skilled Manual Workers | 33.3% | 0.0% | 0.0% | 0.0% | 24.1% | 2.0% | 5.2% | 12.3% | Windsor |
| 13 | Other Sales & Service Personnel | 48.3% | 5.0% | 15.8% | 12.5% | 59.1% | 2.4% | 5.2% | 12.4% | Windsor |
| 14 | Other Manual Workers | 6.7% | 20.0% | 13.3% | 20.0% | 21.6% | 2.1% | 5.2% | 12.9% | Windsor |
| | University of Windsor | 55.6% | 1.6% | 5.5% | 10.0% | 47.9% | 3.1% | 4.9% | 15.3% | Canada |

Table/Chart 4: Women

| EEOG | Occupational Level | Total Workforce | Representation | Availability | Location of Recruitment |
|-------------|--|------------------------|-----------------------|---------------------|--------------------------------|
| 1 | Senior Managers | 16 | 43.8% | 24.3% | National |
| 2 | Middle & Other Managers | 98 | 45.9% | 39.5% | National |
| 3 | Professionals | 1,316 | 47.4% | 54.8% | National |
| 4 | Semi-Professionals & Technicians | 98 | 66.3% | 54.1% | Provincial |
| 5 | Supervisors | 43 | 62.8% | 64.1% | Windsor |
| 6 | Supervisors: Crafts & Trades | 5 | 20.0% | 16.7% | Provincial |
| 7 | Administrative & Senior Clerical Personnel | 218 | 95.4% | 83.9% | Windsor |
| 8 | Skilled Sales & Service Personnel | 35 | 37.1% | 45.7% | Provincial |
| 9 | Skilled Crafts & Trades Workers | 42 | 0.0% | 4.1% | Provincial |
| 10 | Clerical Personnel | 149 | 77.9% | 73.8% | Windsor |
| 11 | Intermediate Sales & Service Personnel | 210 | 71.4% | 70.7% | Windsor |
| 12 | Semi-Skilled Manual Workers | 3 | 33.3% | 24.1% | Windsor |
| 13 | Other Sales & Service Personnel | 120 | 48.3% | 59.1% | Windsor |
| 14 | Other Manual Workers | 15 | 6.7% | 21.6% | Windsor |
| | TOTALS | 2,368 | 55.6% | 58.2% | |

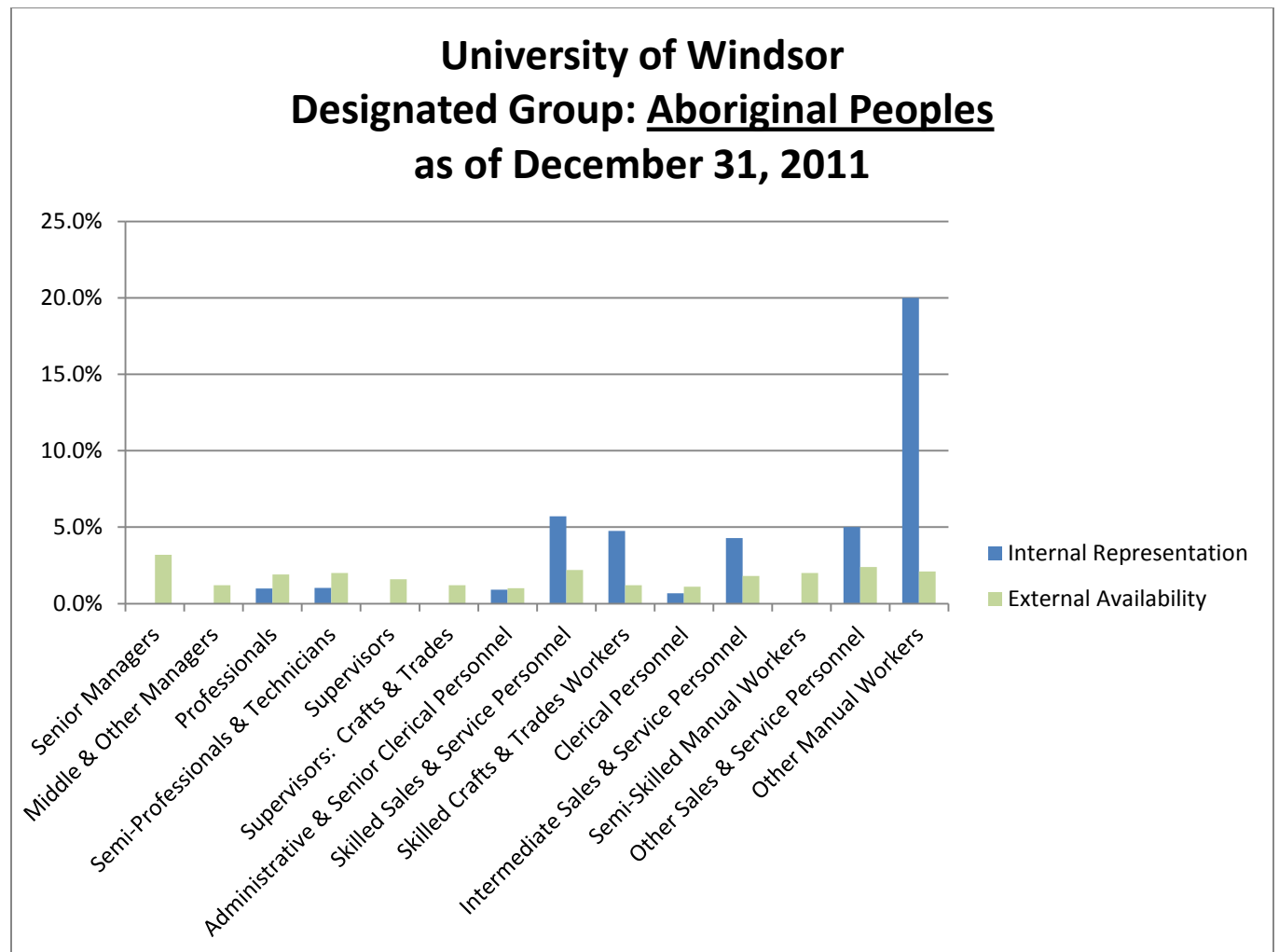
Table/Chart 5:



Table/Chart 6: Aboriginal Peoples

| EEOG | Occupational Level | Total Workforce | Representation | Availability | Location of Recruitment |
|-------------|--|------------------------|-----------------------|---------------------|--------------------------------|
| 1 | Senior Managers | 16 | 0.0% | 3.2% | National |
| 2 | Middle & Other Managers | 98 | 0.0% | 1.2% | National |
| 3 | Professionals | 1,316 | 1.0% | 1.9% | National |
| 4 | Semi-Professionals & Technicians | 98 | 1.0% | 2.0% | Provincial |
| 5 | Supervisors | 43 | 0.0% | 1.6% | Windsor |
| 6 | Supervisors: Crafts & Trades | 5 | 0.0% | 1.2% | Provincial |
| 7 | Administrative & Senior Clerical Personnel | 218 | 0.9% | 1.0% | Windsor |
| 8 | Skilled Sales & Services Personnel | 35 | 5.7% | 2.2% | Provincial |
| 9 | Skilled Crafts & Trades Workers | 42 | 4.8% | 1.2% | Provincial |
| 10 | Clerical Personnel | 149 | 0.7% | 1.1% | Windsor |
| 11 | Intermediate Sales & Service Personnel | 210 | 4.3% | 1.8% | Windsor |
| 12 | Semi-Skilled Manual Workers | 3 | 0.0% | 2.0% | Windsor |
| 13 | Other Sales & Service Personnel | 120 | 5.0% | 2.4% | Windsor |
| 14 | Other Manual Workers | 15 | 20.0% | 2.1% | Windsor |
| | TOTALS | 2,368 | 1.6% | 1.8% | |

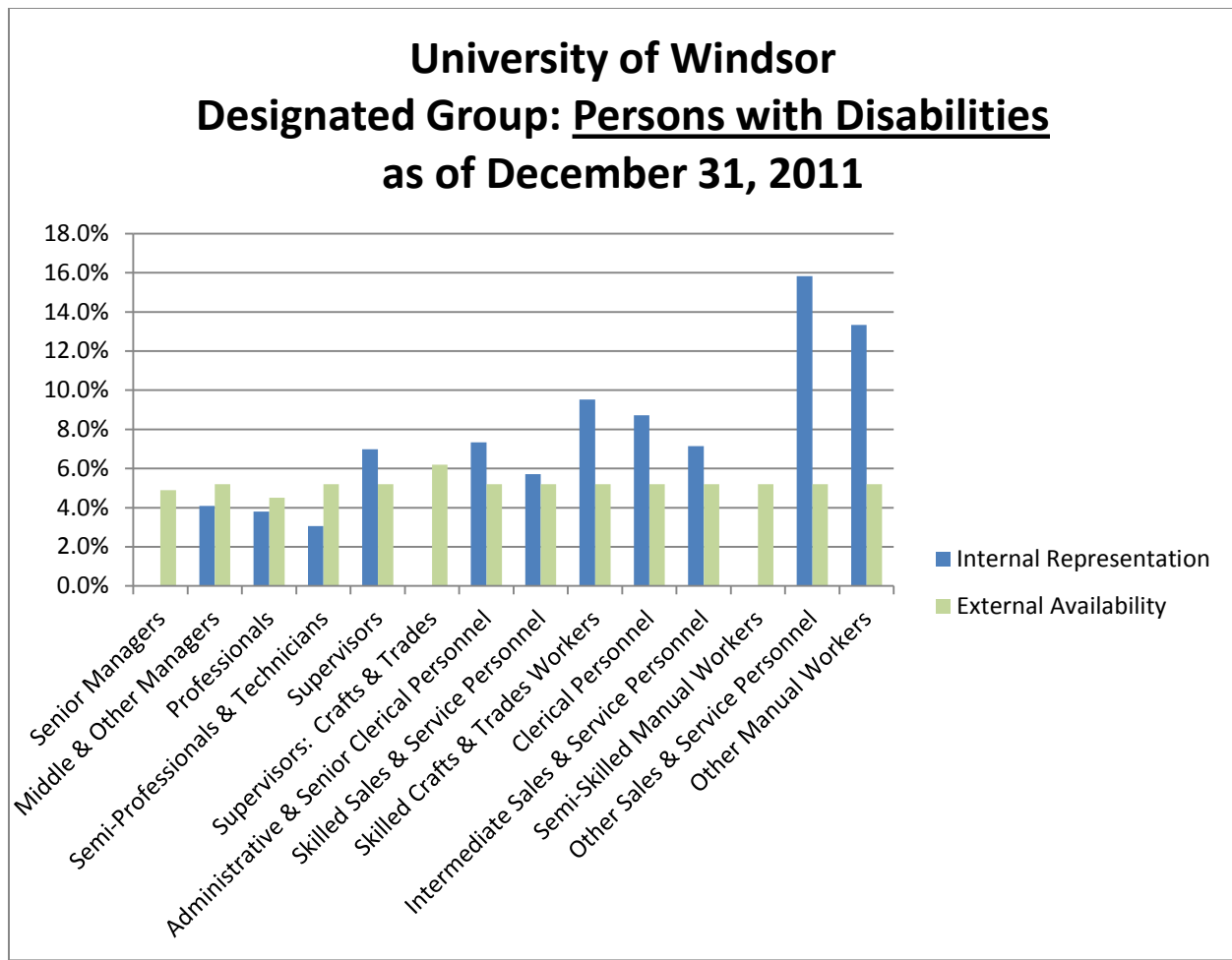
Table/Chart 7:



Table/Chart 8: Persons with Disabilities

| EEOG | Occupational Level | Total Workforce | Representation | Availability | Location of Recruitment |
|-------------|--|------------------------|-----------------------|---------------------|--------------------------------|
| 1 | Senior Managers | 16 | 0.0% | 4.9% | National |
| 2 | Middle & Other Managers | 98 | 4.1% | 5.2% | National |
| 3 | Professionals | 1,316 | 3.8% | 4.5% | National |
| 4 | Semi-Professionals & Technicians | 98 | 3.1% | 5.2% | National |
| 5 | Supervisors | 43 | 7.0% | 5.2% | National |
| 6 | Supervisors: Crafts & Trades | 5 | 0.0% | 6.2% | National |
| 7 | Administrative & Senior Clerical Personnel | 218 | 7.3% | 5.2% | National |
| 8 | Skilled Sales & Services Personnel | 35 | 5.7% | 5.2% | National |
| 9 | Skilled Crafts & Trades Workers | 42 | 9.5% | 5.2% | National |
| 10 | Clerical Personnel | 149 | 8.7% | 5.2% | National |
| 11 | Intermediate Sales & Service Personnel | 210 | 7.1% | 5.2% | National |
| 12 | Semi-Skilled Manual Workers | 3 | 0.0% | 5.2% | National |
| 13 | Other Sales & Service Personnel | 120 | 15.8% | 5.2% | National |
| 14 | Other Manual Workers | 15 | 13.3% | 5.2% | National |
| | TOTAL | 2,368 | 5.5% | 4.8% | |

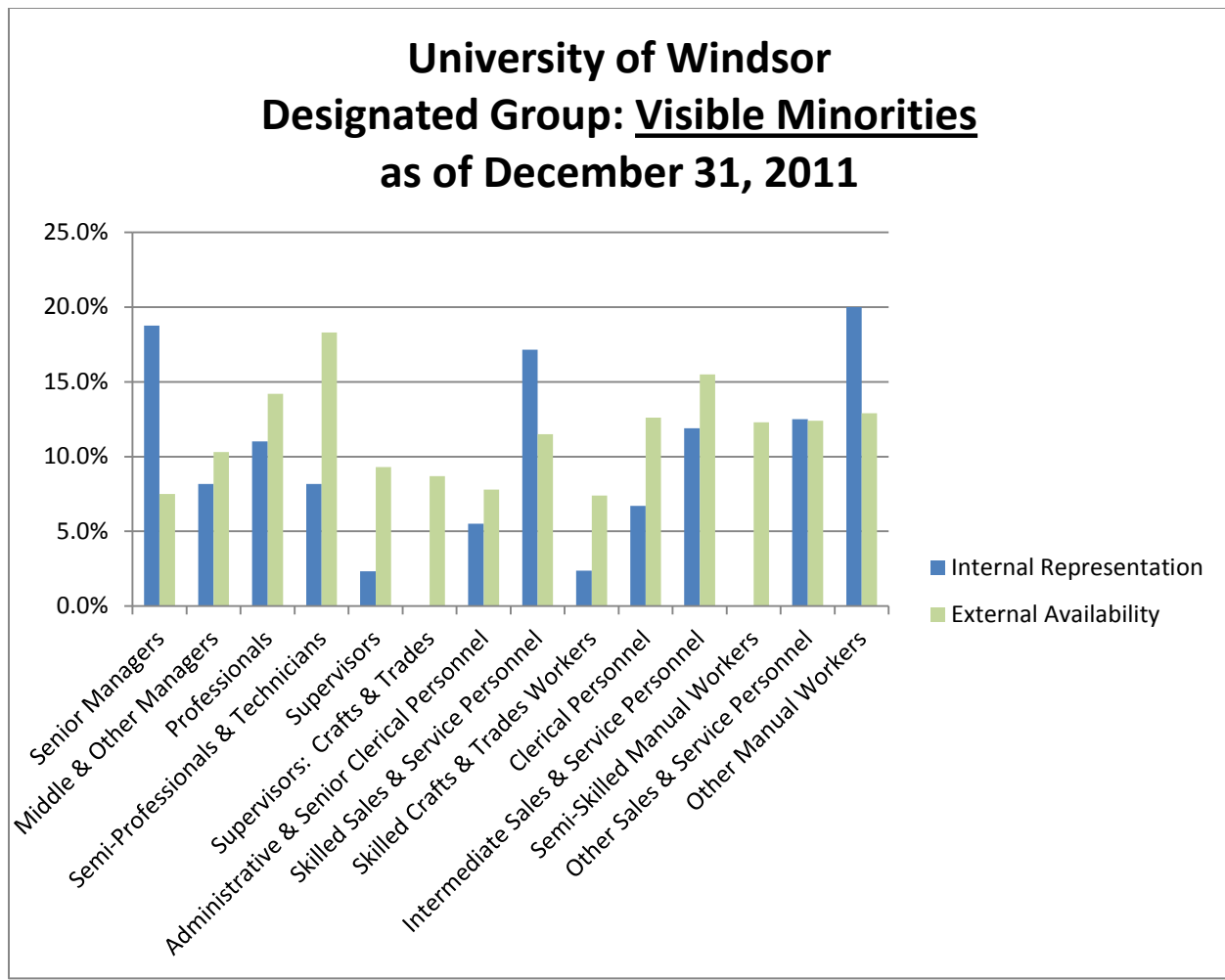
Table/Chart 9:



Table/Chart 10: Visible Minorities

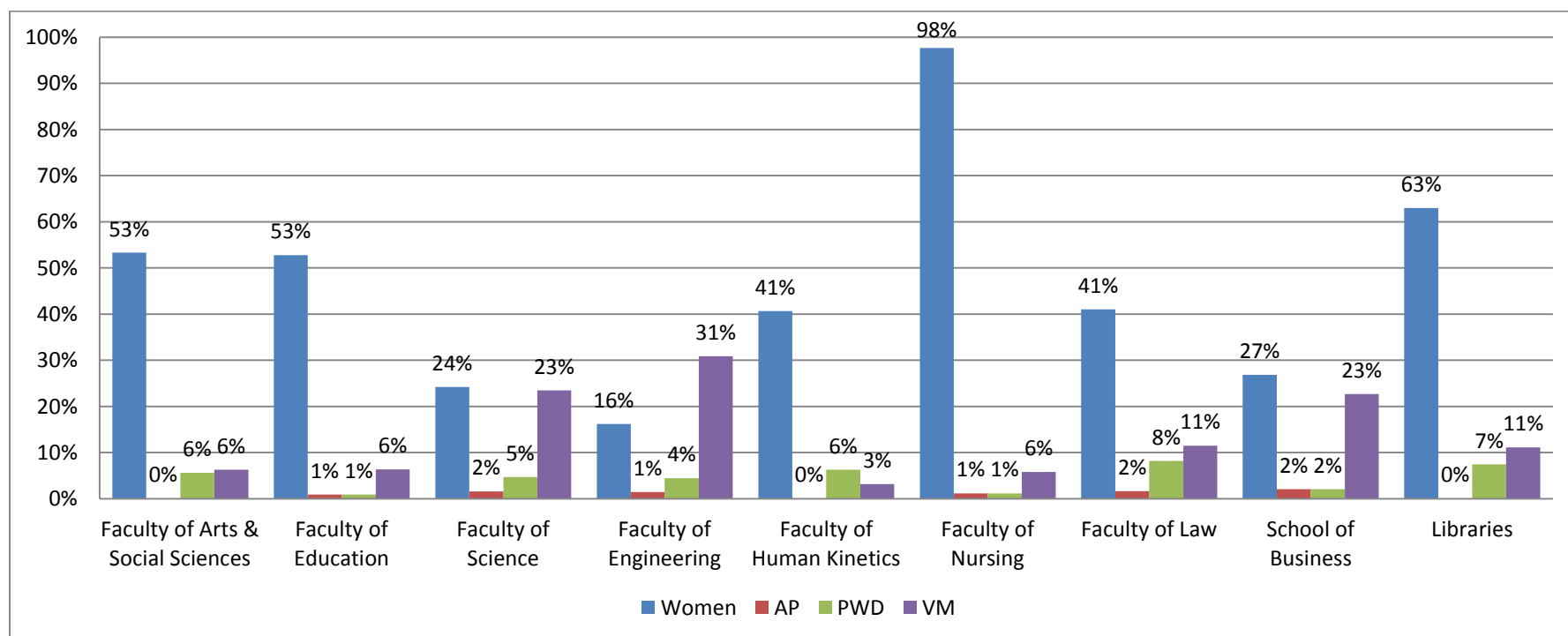
| EEOG | Occupational Level | Total Workforce | Representation | Availability | Location of Recruitment |
|-------------|--|------------------------|-----------------------|---------------------|--------------------------------|
| 1 | Senior Managers | 16 | 18.8% | 7.5% | National |
| 2 | Middle & Other Managers | 98 | 8.2% | 10.3% | National |
| 3 | Professionals | 1,316 | 11.0% | 14.2% | National |
| 4 | Semi-Professionals & Technicians | 98 | 8.2% | 18.3% | Provincial |
| 5 | Supervisors | 43 | 2.3% | 9.3% | Windsor |
| 6 | Supervisors: Crafts & Trades | 5 | 0.0% | 8.7% | Provincial |
| 7 | Administrative & Senior Clerical Personnel | 218 | 5.5% | 7.8% | Windsor |
| 8 | Skilled Sales & Services Personnel | 35 | 17.1% | 11.5% | Provincial |
| 9 | Skilled Crafts & Trades Workers | 42 | 2.4% | 7.4% | Provincial |
| 10 | Clerical Personnel | 149 | 6.7% | 12.6% | Windsor |
| 11 | Intermediate Sales & Service Personnel | 210 | 11.9% | 15.5% | Windsor |
| 12 | Semi-Skilled Manual Workers | 3 | 0.0% | 12.3% | Windsor |
| 13 | Other Sales & Service Personnel | 120 | 12.5% | 12.4% | Windsor |
| 14 | Other Manual Workers | 15 | 20.0% | 12.9% | Windsor |
| | TOTALS | 2,368 | 10.0% | 13.2% | |

Table/Chart 11:



Table/Chart 12: FACULTY

| Faculty | Women | AP | PWD | VM |
|-----------------------------------|-------|----|-----|-----|
| Faculty of Arts & Social Sciences | 53% | 0% | 6% | 6% |
| Faculty of Education | 53% | 1% | 1% | 6% |
| Faculty of Science | 24% | 2% | 5% | 23% |
| Faculty of Engineering | 16% | 1% | 4% | 31% |
| Faculty of Human Kinetics | 41% | 0% | 6% | 3% |
| Faculty of Nursing | 98% | 1% | 1% | 6% |
| Faculty of Law | 41% | 2% | 8% | 11% |
| School of Business | 27% | 2% | 2% | 23% |
| Libraries | 63% | 0% | 7% | 11% |



GENERAL PLAN AND TIMELINES

This section outlines the general plan and timelines for employment equity at the University of Windsor. While it is recognized that some of the initiatives may be impacted by resource pressures, it is important to strive towards actions and goals as a community.

In May 2009, the University President presented a document entitled, *A Framework for Enhancing Human Rights and Equity at the University of Windsor* (see Appendix). In addition to a vision for human rights in the University community, contained within were the President's aspirations, intentions and plan for advancing employment equity in a manner that would result in meaningful structural change.

One of the first major steps towards realizing this plan was the creation of the Office of Human Rights, Equity and Accessibility (OHREA). The Director of this new Office was appointed September 1, 2010.

A new structure for OHREA was finalized in the late spring of 2011. In addition to the Director, there are two managers and two support staff. The Equity and Human Rights Manager has employment equity as a primary responsibility. The Accessibility and Human Rights Manager's primary portfolio of accessibility often impacts employment equity, as the removal of barriers for persons with disabilities in the workforce is central to full participation in the workplace. In terms of support staff, there is the Administrative Assistant to the Director. The Receptionist-Secretary provides secretarial support to the managers as well as OHREA reception.

The Office of Human Rights, Equity and Accessibility (OHREA) assists the university in meeting its legal and moral obligations with respect to the equity programs and initiatives. This is achieved by working with all members of the University community.

The actions, partnerships and timelines identified in the various tables below are intended to serve as assistance in organizing and focusing activities. It is recognized that effective employment equity requires the commitment and action of those throughout the institution. No one or two or even three units can achieve employment equity for the entire University. Everyone's everyday actions will always far exceed the sum of all parts, no matter how grand.

WORKFORCE REPRESENTATION

| Actions | Partners | Timelines |
|---|---------------------------------------|----------------------|
| University President's Framework | The University Community | May 2009 |
| Creation of the Office of Human Rights, Equity & Accessibility (OHREA) | President & University Community | Summer 2010 |
| Limited expansion of EE/PAs for Staff Hiring | OHREA, HR | 2010 |
| Develop Generic Hiring Grid | OHREA, OFRR, HR, O. of Provost | May 2011 |
| Creation of OHREA Structure | Director and University Units | Spring 2011 |
| Develop Bill 168 Workplace Harassment Program | OHREA, HR's Health & Safety | June 2011 |
| Collect/create organization charts of various units | OHREA | March 2012 |
| Revise Terms of Reference for Employment Equity Coordinating Committee (EECC) | OHREA, HR, EECC | 2012 Spring – Summer |
| Creation of Employee Accommodation Fund | OHREA, SPF | April 2012 |
| Develop means to create and access 2011 data | IT, OHREA | April 2012 |
| Determine positions within categories | OHREA & HR | April 2012 |
| Update Exit Surveys and send out | OHREA | April 2012 |
| Update Chrystal Reports | IT, OHREA, HR | May 2012 |
| Develop means to create and access data groupings | IT, OHREA, HR | June 2012 |
| Meet with individual units to confirm designated group members within org charts | OHREA, AAUs, Deans, Directors, Unions | Fall 2012 |
| Analysis of representation and available workforce | OHREA, HR, FR | 2012-13 |
| Identify gaps of representation | OHREA, HR, FR | 2012-13 |
| Meet with individual units to review and/or further identify gaps and possible barriers | OHREA, AAUs, Deans, Directors, Unions | 2012-13 |
| Review gaps and possible barriers | EECC, CACC | 2012-13 |
| Work with individual units to explore/develop strategies to increase representation | OHREA, AAUs, Deans, Directors, Unions | 2012-13 |
| Work with individual units to develop EE plans and timelines | OHREA, AAUs, Deans, Directors, Unions | 2012-13 |
| Meet with individual bargaining units regarding representation and strategies for various units | OHREA, Bargaining Units | 2012-13 |
| Review collective bargaining agreements to explore any gaps and barriers | OHREA, HR, Bargaining Units | 2012-13 |
| Review Progress | OHREA, AAUs, Deans, Directors, Unions | 2012-13 |
| Employment Equity Systems Review | OHREA, HR, FR | 2012-13 |
| Employment Equity Workforce Census | OHREA, HR, FR | 2013 |
| Disaggregate data on visible minorities | OHREA | |

STRUCTURE

| Actions | Partners | Timelines |
|---|--------------------------|------------------|
| Review RCEE membership and mandate | RCEE | May/June 2012 |
| Review PCEE membership and mandate | OHREA, HR, FR | May/June 2012 |
| Expansion of PCEE to applicable staff positions | OHREA, HR, FR | May/June 2012 |
| Review EE/PA mandate | OHREA, HR, FR | May 2012 |
| Update list of faculty EE/PAs | OHREA, WUFA | May 2012 |
| Create list of potential staff EE/PAs | OHREA, HR | May 2012 |
| Recruiting campaign of faculty EE/PAs | OHREA, WUFA, and Deans | May 2012 |
| Recruiting campaign of staff EE/PAs | OHREA, HR, and Directors | May 2012 |
| Review and revise EE Policy | OHREA etc... | 2012-13 |
| Review and revise University policies for EE barriers | OHREA etc... | Ongoing |

COMMUNICATION AND TRAINING

| Actions | Partners | Timelines |
|---|-----------------|------------------|
| Develop brochure on Employment Equity and the FCP | OHREA | 2012-13 |
| Develop brochure on EE/PAs | OHREA, HR, FR | 2012-13 |
| Develop information strategy and promotional material for 2013 Employment Equity Workforce Census | OHREA, PAC | 2012-13 |
| Training session and gathering re EE/PAs (half-day)—The EE Act, FCP, and University Vision; The Role of the EE/PA | OHREA, HR, FR | June 2012 |
| Training session and gathering re EE/PAs (half-day) The EE General Grid & Guidelines | OHREA, HR, FR | Oct. 2012 |
| Training session and gathering re EE/PAs (half-day) | OHREA, HR, FR | June 2013 |

COMMITTEES, WORKGROUPS, AND INITIATIVES

OHREA works closely with Faculty Relations under the Office of the Provost and VP Academic and with the Department of Human Resources. These partnerships are key to advancing employment equity across campus. Over the years, a number of committees and workgroups have dedicated tremendous effort in establishing employment equity throughout the University community. This section highlights some of these, as well as a variety of initiatives.

The Employment Equity Coordinating Committee (EECC) is the governing body which implements employment equity at the University. The committee is comprised of representation from each bargaining unit on campus and an equal number of representatives from the administration. In accordance with the Terms of Reference: the Employer and Local Bargaining Units shall co-ordinate the carrying out of their joint responsibilities in good faith, separately from the normal collective bargaining process and develop fair, equitable and barrier free employment practices in accordance with the Employment Equity Act and its Regulations.

The Presidential Commission on Employment Equity (PCEE) was established in 1988. All faculty appointment processes are monitored by PCEE to ensure that appointment committees adhere to procedures, fairness and equity. As progress continues in the President's plan, the mandate will be broadened to include oversight of both faculty and staff hiring.

In addition, the University has in place Employment Equity/Procedures Assessors (EE/PA). The purpose of the EE/PA is to monitor and ensure that each committee follows procedures in fairness and equity. EE/PAs serve on appointments, promotion and tenure committees. All appointments committees require a non-voting EE/PA to be present. The EE/PAs will have two half-day training sessions/gatherings per year. One session will be in May/June, and the other in October/November. The training is not only to review policies and procedures, but will also include training on employment equity principles, challenges, and vision. The EE/PA has been implemented on a limited basis for staff. Over the next year, it will be more fully expanded to cover staff.

The University has a Review Committee on Employment Equity (RCEE). This RCEE reviews and monitors the equity progress of Academic Administrative Units (AAUs) and Library.

The *Campus Accessibility Advocacy Committee* is made up of representatives from a broad cross section of academic and ancillary services, including police, hospitality, library and academic support as well as members of faculty, student groups and clubs. The committee assists the University in identifying barriers and service gaps from the perspectives of students, faculty, staff and visitors who use our services.

The University of Windsor's Accessibility Planning Group (APG) is the senior manager team whose mandate is *"to foster an environment that welcomes and supports everyone on campus through accessibility planning, implementation, evaluation and awareness activities"*. Its primary function is to guide institutional planning, in addition to providing recommendations to the University on matters pertaining to accessibility.

The Faculty Association's Status of Women, Diversity and Equity Action Committee (SWDEAC) supports the membership in efforts to achieve inclusiveness and equality, including employment equity.

A variety of units on campus have a distinct equity, diversity, and/or human rights related committee. These internal committees serve a unique function, as they are in an excellent position to identify and address barriers that are more specifically relevant to, and that more directly impact on the people they serve.

A group of seven people from a partnership between OHREA, the Office of Faculty Recruiting and Retention (OFRR), the Office of the Provost, and the Human Resources (HR) Department came together to create a University of Windsor General Grid. The use of grids in hiring and appointments procedures provides for an important employment equity tool, and offers a self-checking mechanism for a committee. This is consistent with the University's commitment to the advancement of effective employment equity measures, in order to achieve a workforce reflective of the broad range of human diversity throughout the various levels of the University.

A working group of 4 members from OHREA, Faculty Relations, and HR has been reviewing the roles and responsibilities for Equity Assessors. Exploration continues into an effective expansion of the system for use in appropriate staff hirings. PCEE has also been examined as a mechanism for staff, in addition to the present use for faculty.

In regards to recruitment, advertisements are placed in a variety of venues—print and on-line. All the University of Windsor advertisements notably display the equity statement and a description of the self-identification procedure.

OHREA has conducted numerous workshops and training sessions for the Customer Service Standard of the Accessibility for Ontarians with Disabilities Act (AODA). University staff, faculty, student employees, and volunteers are able to take the training on an individual basis via the on-line modules, in groups completing the on-line training, or as in-person workshops. This training is important in creating a climate that is inclusive and responsive to a variety of needs.

A sub-committee of the APG is working on a possible project of accessible instructional design. The vision is to create a model for course design that integrates both implicitly

and explicitly the principles of Universal Design for Instruction (UDI), and the principles of the AODA - dignity, independence, integration and equality of opportunity.

In May, OHREA participated in the Face to Face Program. The Face to Face project is an initiative of the Windsor Essex Employment Group (WEEG), and is aimed at providing a short job shadowing experience for individuals with disabilities who are facing employment barriers throughout Windsor and Essex County. OHREA had a participant who stated she was able to gain a lot from her brief time mentoring with the Administrative Assistant, the Accessibility Manager, the Manager of Web Development Services, as well as the experience with Campus Technology Day. The Office also benefitted in a variety of ways. One key benefit to the University was that the participant was able to review the OHREA and other University websites and provide feedback on gaps in accessibility for people who are blind. The information enabled Web Development Services to address various accessibility barriers that may have gone undetected.

IN CLOSING

Collectively, the Employment Equity Coordinating Committee, PCEE, RCEE, Employment Equity/Procedures Assessors, Faculty Relations, HR, OHREA, and others in and around campus are all working towards eliminating employment barriers and discriminatory practices, while recognizing the importance of equity work.

Employment Equity is an invaluable means of enabling access to various levels throughout the workforce for many people who have traditionally been excluded. While it is important to recognize it as opening doors into various workplaces, a crucial aspect to its success is the creation of conditions that make people want to stay. Retention necessitates facilitating their ability to thrive within the institution.

In keeping with this, one of the central objectives of employment equity at the University of Windsor is to provide an environment that encourages and fosters full participation of members of the designated groups in the University community. An equally critical objective is to enhance a positive organizational climate, thereby ensuring the recruitment, promotion, and retention of designated group members. In such an environment, everyone benefits and the University community as a whole prospers.

Appendix

A Framework for Enhancing Human Rights and Equity at the University of Windsor **Dr. Wildeman, President – May 2009**

The 1948 Universal Declaration of Human Rights laid out a standard by which we should judge ourselves. Its proclamations were intended to leave no doubt that human rights should not be reduced because of colour, sex, language, religion, nationality, ability or any other aspect of birth or status. The UDHR remains as the founding pillar upon which many organizations have based their principles and policies around human rights and equity.

The University of Windsor has in large measure based its aspirations in these areas on the spirit of the UDHR. The University has made some significant steps in promoting principles of diversity, equity and human rights across the campus. In many of its communications it has spoken of the importance of these principles. The University is also home to many people who have expertise in these areas. In addition, in recent years there have been a number of reports written on the matter. These reports appear to have been in response to concerns that the University has not yet done enough.

These reports were brought to my attention when I began as president in July, 2008. Without being inclusive, among them were the Allen Report, the Coulter Report, and the SACDI Report. It would be presumptuous to say that I fully understand the reasons each one was commissioned, but throughout them runs a consistent thread of opinion that the University of Windsor can do more with respect to diversity, equity and human rights. I have read these reports, met with a number of individuals and groups on campus, and considered options for the future.

There are two observations, based on my assessment of documentation and the discussions I have had. First, there needs to be clarity around which campus body has the clear, cross-campus mandate for human rights and equity, a mandate that addresses all members of the University community. When it comes to respect, dignity, and commitment to human rights and equity, we should not do for faculty what we do not do for staff or students, we should not do for staff what we do not do for faculty and students, and we should not do for students what we do not do for faculty and staff. Given this, it is legitimate to reason that a University body with overall responsibility should exist. Such a body should be concerned with education, rational response to concerns when they arise, and the improvement of policies and practices through consultation.

Second, there needs to be a greater effort to break down silos on campus. It is my observation that concerns that arise or activities that occur that have a racial or other equity or human rights basis often become the dominion of one faculty or group. As such, there are missed opportunities to gain broader input into issues and to develop responses that will be workable for the University as a whole. Again, the ability to do this will be aided by providing greater clarity around who actually has the responsibility to deal with the issues.

The future success of the University will depend upon the contributions of all people who are qualified to work or study here, and will depend upon them believing that the University is fair. We will never be free of conflict, but we should be free of ambiguity about what our values are and what we are doing to support them. With these considerations, there are several steps now underway and planned:

1. The first step will be the creation of an Office of Equity and Human Rights. It will consolidate the activities currently distributed across several areas including the office of the human rights commissioner and ombudsperson (currently the same position) within the Office of the President, the office of employment equity currently within Human Resources under the Vice-President, Administration and Finance, and the equity functions currently embedded within the Office of Faculty Recruitment and Retention within the Office of the Provost.

The Office of Human Rights and Equity will be under the Office of the President so that there is no ambiguity about its mandate to serve all members of the University community. It will have a Director with responsibility for education, government reporting, policy development, human rights complaints, and ombuds functions related to equity, human rights, accessibility, and any other matters requiring institutional accountabilities in these areas as required. Of necessity, in matters pertaining to human rights or other complaints, the Office will retain the necessary autonomy so that privacy of complainants is ensured as necessary, so that the President cannot influence the progression of complaints through appropriate channels laid out in policy, so that the President remains unbiased regarding any complaints which could ultimately lead to the President needing to take action as prescribed under policy, and so that the President or anyone in the President's office is not held unaccountable regarding their own conduct in matters of human rights and equity.

It will be expected that the Director of the Office of Human Rights and Equity, with staff, will revisit the roles and responsibilities of human rights and ombuds activities to ensure that they align with other systems for student or employee support, and that they align with Human Resources policies and collective bargaining agreements. The role of this new Office and the services it provides will need to be clearly stated through communications and web sites.

The establishment of this office will begin in July, 2009. During its first year, there will be necessary staff reorganization. An Acting Director will be appointed to begin the work of the Office, and in particular the necessary consultations that will derive from its mandate, with a formal, open search for a Director being initiated in 2010.

2. The second step is to move the President's Commission on Employment Equity to be a body that is accountable to the Office of Human Rights and Equity. In addition, it will be asked to develop an expanded mandate that includes equity

oversight of both faculty and staff hiring. The OHRE will be asked to ensure that there is a consultative process regarding expanding membership on PCEE so that it reflects this broadened mandate. In addition, PCEE will be asked to produce a revised Terms of Reference for itself, that leads to a clear statement of its role in ensuring that in all hiring practices we are doing all that we can and must do to ensure that we have a diverse workforce.

3. Third, the OHRE will be asked to develop an education program for equity assessors, with the goal of having an identifiable group of people who can act effectively in this capacity. A process for inclusion of an equity assessor for the filling of staff vacancies will be developed.
4. The fourth step will be to ask the OHRE to work with all faculties and produce a document, signed by all deans and the provost, that presents agreed upon equity goals for the hiring of faculty. Without agreed upon goals, the PCEE will not be able to provide the guidance it needs to provide. In addition, the ability of RCEE to review progress and to meet with the President at regular intervals will be unproductive unless there are agreed upon goals. Best efforts will be made to arrive at this consensus by July, 2010, although it is recognized that with turnover in decanal offices and the office of the provost, consensus may be a bit longer in coming.
5. The importance of equity and human rights should be reflected in how the University runs, with transparency and trust being the foundations upon which the University can maximize its potential. This commitment to these must extend from the President's office throughout. To this end, the President has already developed a performance/compensation framework for vice-presidents. It is attached to this document and comes into effect July 1, 2009. Within it is clearly stated that the commitment to equity, teamwork, and professionalism will be expected, and that the training of people can be an important part of enhancing their ability to achieve goals and meet expectations. This framework will be posted on the President's web site. In addition, the vice-presidents are being asked to develop a framework for performance review for their direct reports, again placing a stated priority on important areas of equity, teamwork and professionalism. It is intended that by beginning at the President's office, it will become clear to all that the University is committed to doing what it can.

In the recent collective bargaining agreement between the University of Windsor and the Windsor University Faculty Association, there was a commitment by the President to present within six months of the signing of the agreement, a plan for a campus-wide approach to equity. Included in that plan would be steps to see implementation of the recommendations from the Coulter report. The following table places each of the five steps in the context of those recommendations:

Recommendations from the Coulter Report

| Recommendation | Step 1 | Step 2 | Step 3 | Step 4 | Step 5 |
|---|---------------|---------------|---------------|---------------|---------------|
| Existing policies and practices must be “cleaned up” to eliminate contradictions and uncertainties and add clarity and transparency to objectives and procedures | + | + | | | |
| Specific goals and timetables for meeting equity objectives must be set, monitored and evaluated through the renewal of the RCEE | | | | + | |
| Methods for monitoring processes and practices must be maintained | + | + | + | + | |
| A system emphasising rewards and incentives for achieving equity goals should be introduced although it must be balanced with an ability to impose sanctions when necessary | | | | | + |
| A culture of equity must be built on the campus through educational programming and practices, the provision of resources to new and emerging programs, and on-going support for members of the designated groups | + | | | | + |
| Strong, informed, consistent and timely leadership must be offered in support of equity | | | | | + |