

Employment Equity Census 2013 Report

*Office of Human Rights, Equity and Accessibility
(OHREA)*

www.uwindsor.ca/ohrea



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I INTRODUCTION

The University of Windsor has a long standing commitment to the principles of Employment Equity dating back to 1986. The objective of the employment equity program at this time was to specifically address gender issues related to employment and education within the university environment. In 1989 the mandate of the program expanded to include all designated groups and was highlighted by the adoption of the employment and educational equity policy in November 1990. The employment and educational equity policy provides the university with guiding principles to meet its employment and educational equity goals with respect to the four federally designated groups: women, Aboriginal peoples, visible minorities, and persons with disabilities. In addition, the university has also included members of sexual/gender minorities as a fifth designated group. The employment and educational equity policy outlines three (3) main objectives for its employees and students:

1. To increase awareness of the university community about the principles, goals and benefits of the Employment and Educational Equity Program.
2. To provide an environment that encourages and fosters full participation of members of designated groups in the university community.
3. To encourage members of designated groups to develop their abilities and aspirations to assume leadership positions in the university community.

More specifically for employees it sets out:

1. To identify and eliminate all policies and practices that may serve as potential barriers to the employment and advancement of members of designated groups.
2. To increase the representation of members of designated groups in the university workforce to reflect the diversified composition of the Canadian society as a whole.

And for students it seeks:

1. To provide the students with positive role models from members of the designated groups.
2. To encourage the participation of under-represented students in academic programs, e.g. female students in non-traditional programs.
3. To ensure that the academic and personal development needs of designated groups are met by the university.

Workforce Analysis

One of the key ways in which the university has set out to meet these objectives is through the analysis of the workforce data. The analysis of workforce data is meant to assist with identifying any employment barriers and discriminatory practices that may exist. In undertaking such an analysis, this allows the university to then apply measures to ensure equal preparation and opportunities for advancement and promotion of designated groups within the university, as well as, ensuring appropriate representation of target groups throughout the university's workforce.

Federal Contractors Program

The use of workforce data analysis has been, in part, prompted by the obligations set out by the Federal Contractors Program (FCP) which is currently administered by Human Resources and Skills Development (HRSDC)-Labour. The Federal Contractors Program was established in 1986 to further the goal of achieving workplace equity for designated groups experiencing discrimination in the Canadian labour market (women, Aboriginal peoples, visible minorities, and persons with disabilities). 'Contractors' who do business with the Government of Canada must demonstrate that they have achieved and maintained a workforce that is representative of the Canadian workforce.¹ Effective June 27, 2013 The Federal Contractors program implemented two major changes to its program which included:

- An increase in the contract threshold from \$200,000 to \$1 million.
- Compliance assessments that focus on achievement of results that enable contractors to determine the initiatives best suited to their organization in order to achieve employment equity objectives.

Although the University had been a long-standing signatory of the program based on the original threshold of \$200,000, the new threshold effectually dissolved the university's obligation with the FCP. In spite of the changes to the FCP, the university's commitment to the goals of employment equity remains firm. Further, the university is committed to 'FCP readiness' with respect to the requirements for signatories of the program, which include:

- Collecting workforce information
- Completing a workforce analysis
- Establishing short-term and long-term numerical goals
- Making reasonable progress and reasonable efforts towards these goals

¹ http://www.labour.gc.ca/eng/standards_equity/eq/emp/fcp/index.shtml

As indicated earlier, what remains fundamental to the university achieving its employment and educational equity objectives, is the collection of workforce information based on self-identification of members of the designated groups and subsequently performing a workforce analysis. In light of this, the university set out to conduct its third² campus-wide employment equity workforce census in November 2013.


² Previous surveys had been conducted prior to 2001, but only included permanent full-time and part-time staff. In 2001, 2006, and 2013 all employees working for twelve weeks or more (permanent full-time, part time, and temporary employees) were asked to participate in the campus-wide survey.

II EMPLOYMENT EQUITY CENSUS 2013

Speak up and be counted!

From November 18, 2013 to December 6, 2013, the University of Windsor launched a campus-wide, employment equity census survey. The Employment Equity Census encouraged individuals that were currently employed for a period of 12 weeks or more to participate in the survey (see Figure 1 below).

Figure 1 – Employment Equity Census 2013

University of Windsor	
Employment Equity Census 2013 Speak up and be counted!	
	
Instruction for completing the Employment Equity Workforce Census	
<ul style="list-style-type: none">• Responding to the census questions is voluntary; however, the return of the census form is mandatory. Should you not wish to complete this census, please check the box at the back of the page.• Please read each question carefully and check off the response that you feel best applies to you.• Any employee who wishes to change her/his self-identification status may do so, by contacting: The Office of Human Rights, Equity & Accessibility Tel. 253-3000 ext. 3400 Email: ohrea@uwindsor.ca	<p>believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reasons of that impairment, and c) includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.</p> <p>Based on this definition, are you a person with a disability?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
Survey Questions	<p>The following information is important to understand the type of measures which might need to be undertaken for employees with disabilities who require accommodation in their working conditions at the University of Windsor.</p> <p>If you answered YES above it would assist us if you would indicate how you define your disability:</p>
<p>1. For the purposes of employment equity, a person is an Aboriginal person if he or she is First Nations (Status or Non Status), Inuit or Métis peoples of Canada.</p> <p>Based on this definition, are you an Aboriginal person?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If yes, please specify:</p> <hr/>	<p><input type="checkbox"/> coordination impairment</p> <p><input type="checkbox"/> mobility impairment</p> <p><input type="checkbox"/> speech impairment</p> <p><input type="checkbox"/> hearing impairment</p> <p><input type="checkbox"/> visual impairment</p> <p><input type="checkbox"/> psychiatric/mental illness</p> <p><input type="checkbox"/> learning disability</p> <p><input type="checkbox"/> other (please specify)</p> <hr/>
<p>2. For the purposes of employment equity, "persons with disabilities" means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment and who:</p> <p>a) consider themselves to be disadvantaged in employment by reason of that impairment, or b)</p>	<p>3. For the purposes of employment equity, "members of visible minorities" means persons, other than Aboriginal peoples, who are non-Caucasian in race or non-white in colour.</p> <p>Based on this definition, are you a member of a visible minority?</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

The following information is important to identify barriers that may be experienced by different visible minority groups. With which visible minority group do you identify yourself?

4. For the purposes of employment equity, women are a designated group.

Do you identify yourself as:

☐ Male ☐ Female

5. For the purposes of employment equity, the University of Windsor includes sexual minorities as a fifth designated group. It would assist us if you would indicate how you define your sexual orientation or gender identity/expression:

Do you identify as:

☐ Heterosexual

☐ Gay

☐ Lesbian

☐ Bi-sexual

☐ Trans-gendered

☐ Inter-sexed

☐ Two-spirited

☐ other (please specify)

6. Supplementary Information:

Achieving and maintaining an equitable workforce remains at the forefront of the University's Employment Equity planning. Are you a member of any other identifiable group that you feel has

been disadvantaged in the workplace based on factors such as religion, age, place of origin, ethnic origin, ancestry, family or marital status, etc.?

☐ Yes ☐ No

If yes, it would assist us if you would indicate how you define yourself.

Your questions and comments are most welcome:

OPTION:

Response to the survey questions is voluntary; however, the return of the survey is mandatory.

☐ I choose not to answer the questions in this survey at this time.



The participation of every employee in completing the survey was important because it would help:

- provide a more complete profile of who we are and how representative we are of the Canadian, provincial and local workforce;
- identify areas where changes to policies, practices and systems are likely to assist in achieving better ways to achieve fairness and equity in employment;
- identify areas where there is a potential to eliminate barriers that may limit or even exclude designated group members from opportunities in the employment

life cycle.

By participating in the Employment Equity Census, many employees also had an opportunity to either update or confirm their status since being hired. For newer employees, it provided them with the opportunity to complete the questionnaire for the first time.

The Office of Human Rights, Equity and Accessibility (OHREA) actively communicated and promoted the Employment Equity Census through a variety of mediums including the: Daily News, e-mail, and websites. OHREA also conducted face-to-face awareness campaigns by outreaching via committees and to employees at large to further promote the Census, answer questions, provide materials on the process, and convey that all information was kept strictly confidential. While completing the questions on the census was voluntary, employees' participation was overwhelmingly positive. Table 1 below, provides a breakdown of the overall return and response rates of the Employment Equity Census 2013:

Table 1 – University of Windsor's Overall Return and Response Rates

Total Employees	Total Surveys sent	Total Returned*	Total Responded**
2450	2450	2133	1922
100.0%	100.0%	87.1%	78.4%

*Includes total blank, partially and fully completed surveys.

**Includes partially and fully completed surveys.

The self-identification information that was gathered for statistical purposes will assist with:

- compiling workforce representation figures for the University,
- preparing annual Employment Equity reports to the larger campus community as well as any needed future reports that may be required by the Federal Contractors legislation, and
- developing and monitoring the Employment Equity programs at the University of Windsor, including units' goals and timetables.

III OVERALL REPRESENTATION RATES

External Data

The external labour pool data for women, Aboriginal peoples, and members of visible minorities is based on labour market availability estimates derived from the Government of Canada's Labour Program which uses statistics collected by Statistics Canada from the 2011 National Household Survey (NHS). For persons with disabilities, estimates are derived from the Labour Program from statistics collected by Statistics Canada from the 2012 Canadian Survey on Disability (CSD). More specifically, the workforces for women, Aboriginal peoples, and members of visible minorities are based on the non-student population aged 15 and over who worked some time within the 17 months previous to the NHS. For persons with disabilities, the workforce estimate are based on the population aged between 15 and 64 who worked any time in 2011 or 2012.

Table 2 to 4 provides an overview of the external labour market availability. Each table compares the total population versus the total labour market availability for the designated groups within the geographic areas of Canada, Ontario and the Census Metropolitan Area (Windsor).

Table 2 (External Availability) – Total Population vs. Total Labour Market Availability by Geographic Area – Canada

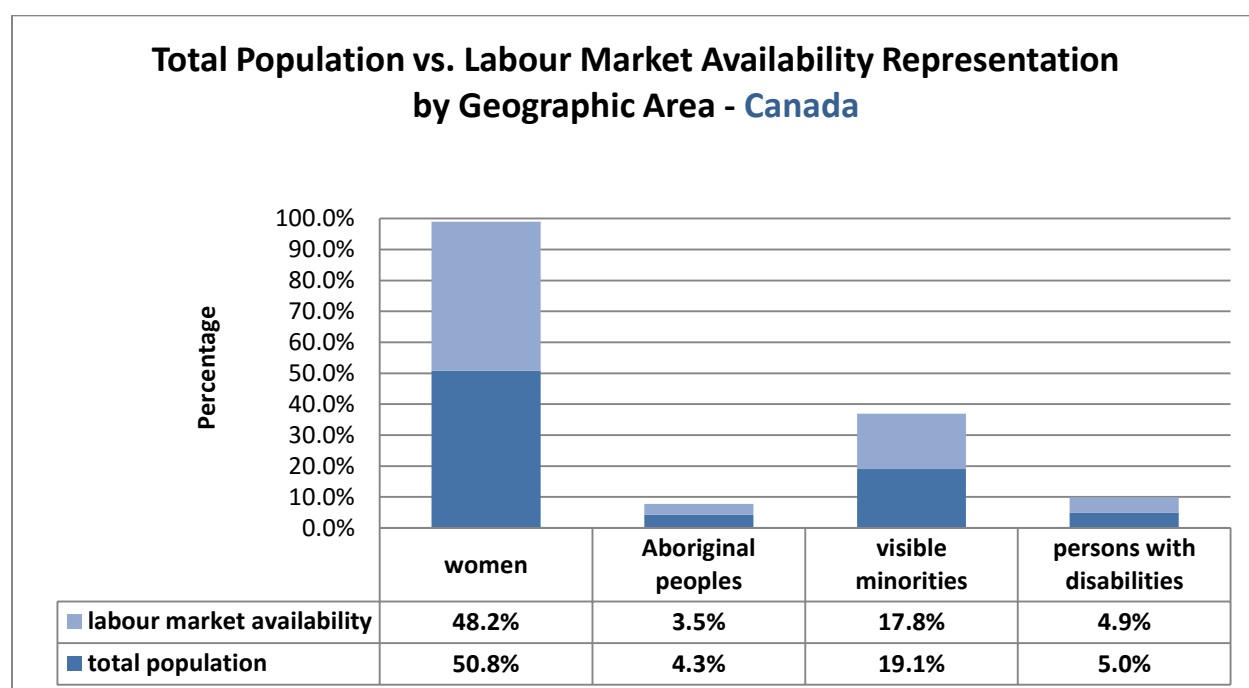


Table 3 (External Availability) – Total Population vs. Total Labour Market Availability by

Geographic Area – Ontario

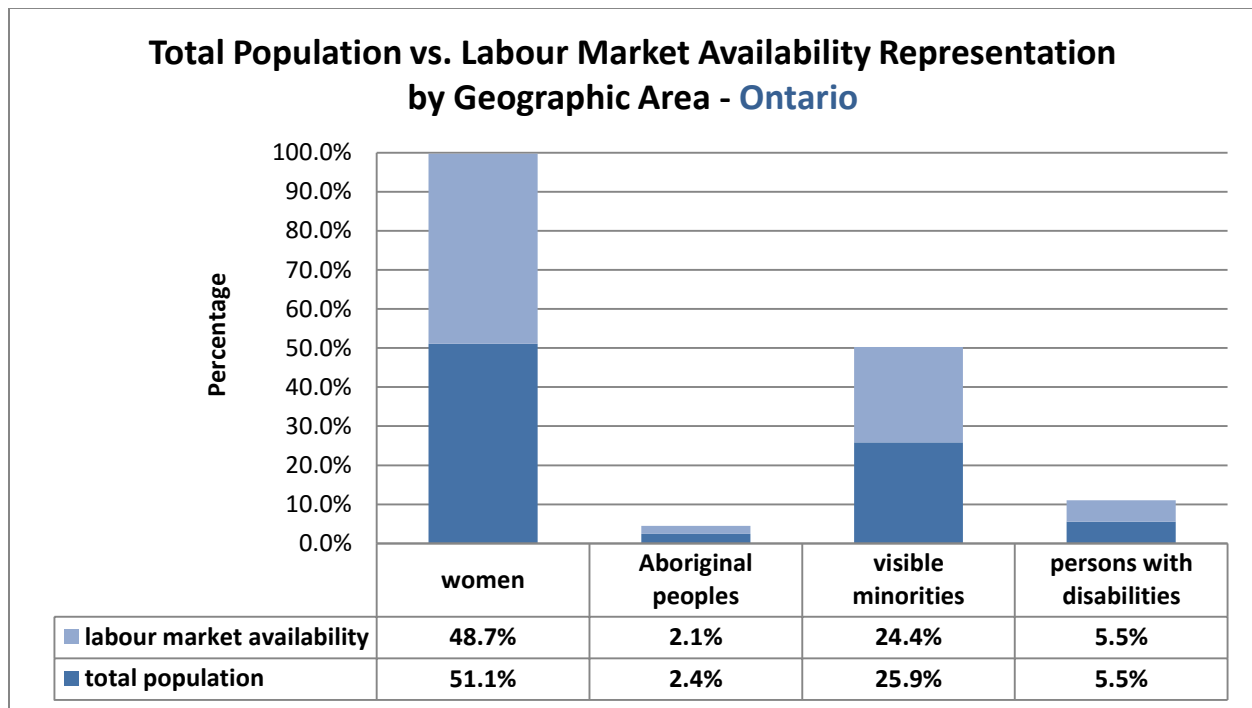
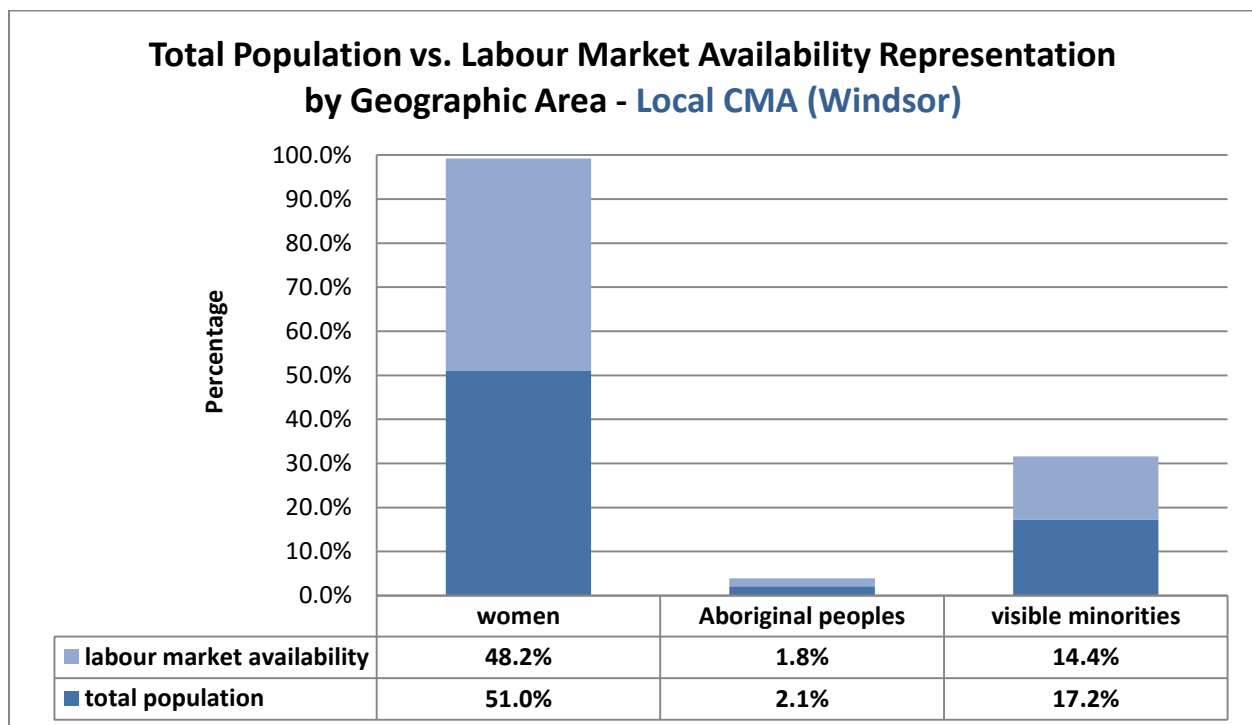


Table 4 (External Availability) – Total Population vs. Total Labour Market Availability – Local CMA* (Windsor)



**labour market availability is not available for the designated group persons with disabilities for the census metropolitan areas.*

Internal Data

Table 5 provides a breakdown of the overall representation rates of the designated groups for all employees at the University of Windsor based on the three, campus-wide census surveys that took place in 2001, 2006 and 2013. Overall gains continue to be made over time for both women and visible minorities. While some overall gains were made for Aboriginal peoples, these gains overall appear to have plateaued. With respect to the designated group persons with disabilities, overall gains were made earlier on but with some diminishing of these gains over time.

Table 5 – Overall representation rates for all employees by designated groups

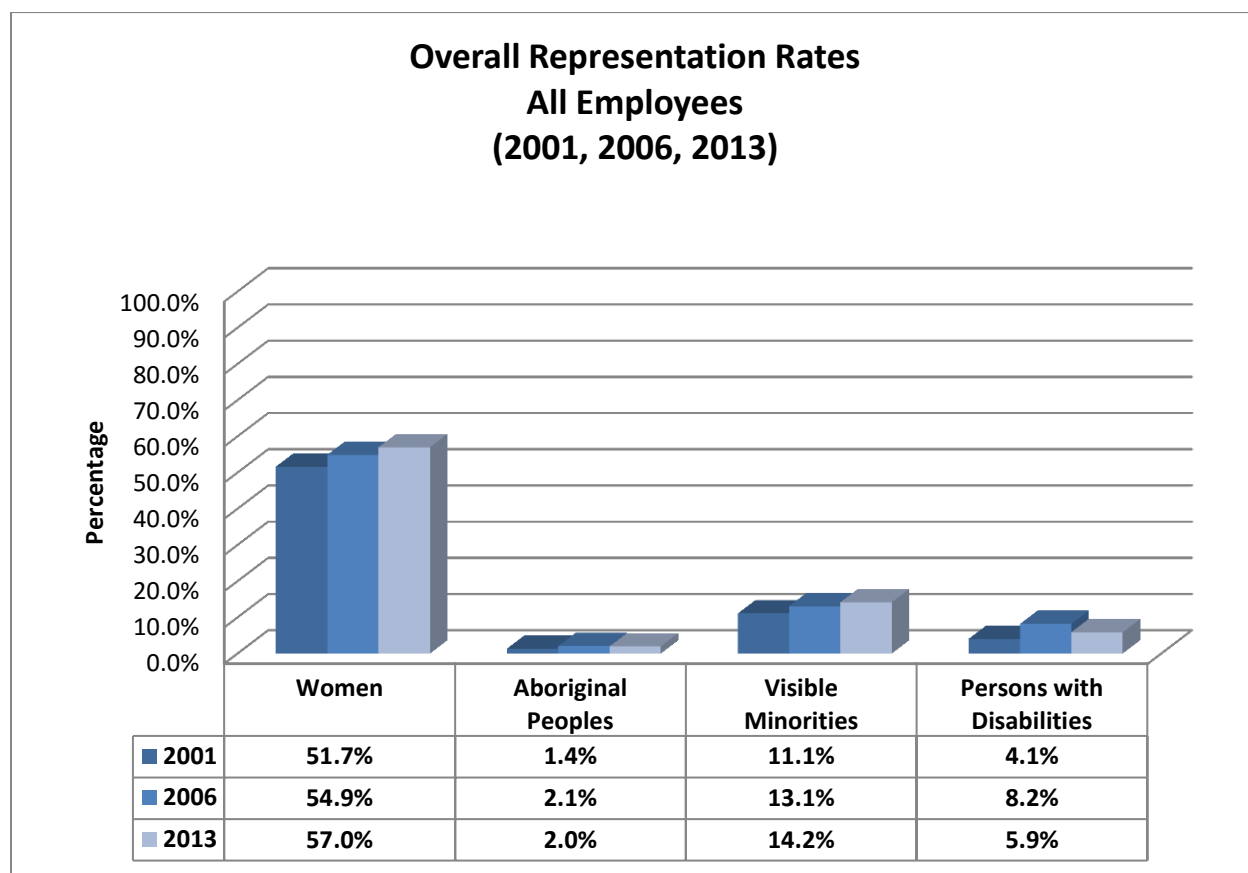
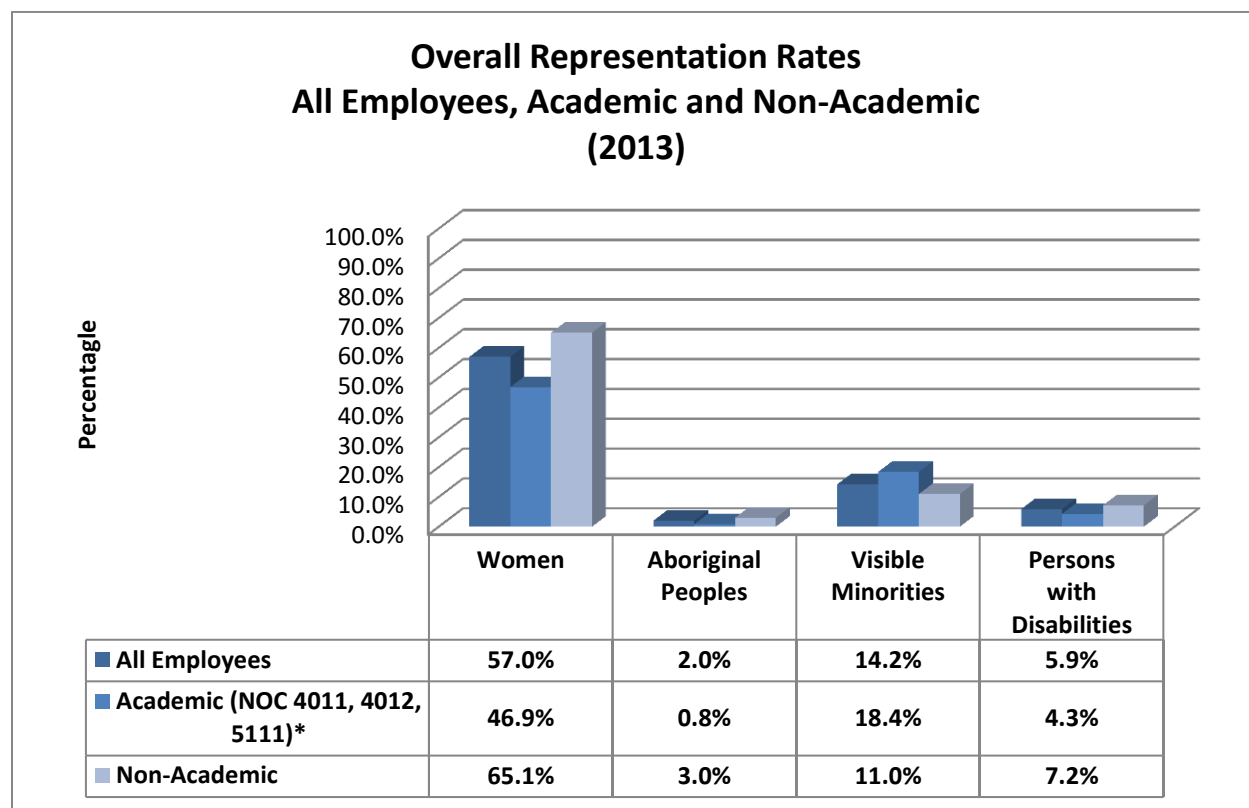


Table 6 provides the overall representation rates of the designated groups for all employees based on the 2013 census data information and broken down by overall employee representation, academic and non-academic positions.

Table 6 – Overall representation rates (2013) by designated groups by overall employees, academic, and non-academic positions.



*NOC 4011 (University Professors), NOC 4012 (Post-secondary teaching & research assistants), NOC 5111 (Librarians)

Employment Equity Occupational Groups (EEOGs)

The Employment Equity Occupational Groups (EEOGs) consist of fourteen job categories arranged in a hierarchal fashion based on groupings of the National Occupational Classification codes created by Statistics Canada. The National Occupational Classification (NOC) codes provide the link between jobs as an employer sees them and similar jobs in the Canadian labour market. These codes are assigned to occupations in each employer's workforce based on both the type of skill involved in the work and the level of education or training required to reach competence. These occupations are subsequently assigned to each employee. For employment equity purposes, NOC codes are grouped by EEOGs to assist employers in more readily tracking the movement of designated group members over time from one department to

another, as well as, from one hierarchical level of the organization to another. Table 7 provides a breakdown of the distribution of internal representation for each of the designated groups by EEOG based on the 2013 census data information.

Table 7 – Distribution of Employees (2013) by Designated Groups and EEOGs

Employment Equity Occupational Group	All Employees	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
	#	%	%	%	%
01: Senior Managers	15	46.7%	0.0%	20.0%	13.3%
02: Middle and Other Managers	91	48.4%	1.1%	12.1%	4.4%
03: Professionals	1404	50.3%	1.0%	17.2%	4.3%
<i>4011: University Professors</i>	<i>485</i>	<i>36.1%</i>	<i>0.6%</i>	<i>25.4%</i>	<i>4.9%</i>
04: Semi-Professionals	144	49.3%	3.5%	9.0%	8.3%
05: Supervisors	44	65.9%	2.3%	2.3%	4.5%
06: Supervisors: Crafts and Trades	<10	0.0%	0.0%	0.0%	0.0%
07: Administrative and Senior Clerical	242	94.6%	1.7%	9.5%	7.0%
08: Skilled Sales and Service Personnel	11	63.6%	0.0%	27.3%	27.3%
09: Skilled Crafts and Trades Workers	40	0.0%	2.5%	0.0%	10.0%
10: Clerical Personnel	111	81.1%	0.0%	6.3%	6.3%
11: Intermediate Sales and Service Personnel	31	87.1%	0.0%	3.2%	3.2%
12: Semi-Skilled Manual Workers	<10	33.3%	0.0%	0.0%	0.0%
13: Other Sales and Service Personnel	297	62.3%	7.4%	14.5%	10.4%
14: Other Manual Workers	15	6.7%	13.3%	20.0%	13.3%
Total (EEOG 01-14)	2450	57.0%	2.0%	14.2%	5.9%

IV WORKFORCE ANALYSIS

The primary purpose of undertaking a workforce analysis of the designated groups is to identify if there is any under-representation within the Employment Equity Occupational Groups. In other words, the workforce analysis examines the presence of 'gaps', that is, the difference between self-identified representation among University employees and the external data of individuals in the workforce available through Statistics Canada.

Should under-representation be identified, then an analysis is undertaken to determine if the under-representation is 'significant'. In order to determine 'significant' under-representation, the Federal Contractors Program requires the following filter to be applied to the workforce analysis:

- The first filter is a gap of minus -3 or more at the EEOG level
- The second filter is severity*, a measure of how close the group is to full representation.
- The third overall filter is the prevalence of gaps including gaps of less than -3.

*The closer to 80%, the less severe the under-representation.

The tables that follow provide a workforce analysis of the four designated groups (women, Aboriginal peoples, visible minorities and persons with disabilities). Although the University recognizes a fifth designated group – sexual/gender minorities – there is no external data of individuals in the workforce available through Statistics Canada and therefore an inability to perform a workforce analysis for this designated group.

For the designated groups women, Aboriginal peoples and visible minorities, the external, comparative data used for the purposes of the workforce analysis is derived from information available from the 2011 National Household Survey (NHS). For the designated group persons with disabilities the external, comparative data is derived from the 2012 Canadian Survey on Disability (CSD).

Tables 8 through 11 provide a workforce analysis by designated group and EEOGs. For Tables 8 through 10, a further analysis within the EEOG 03 (Professionals) has been broken out to report on representation rates for University Professors. For the purposes of the category of University Profess (NOC 4011) this includes the following permanent and temporary positions: Assistant Professor, Associate Professor, Full Professor, Lecturer, and Special Instructor.

Table 8 – Women – Internal Representation vs. External Labour Market Availability

Employment Equity Occupational Group	Internal Representation	Labour Market Availability	Gap	Severity Ratio	Location of Recruitment
	%	%	+/-	%	
01: Senior Managers	46.7%	27.4%	3	-	National
02: Middle and Other Managers	48.4%	38.9%	9	-	National
03: Professionals	50.3%	46.2%	57	-	National
<i>4011: University Professors*</i>	36.1%	43.3%	-35	83.3%	<i>National</i>
04: Semi-Professionals	49.3%	56.0%	-10	88.0%	Provincial
05: Supervisors	65.9%	52.9%	6	-	Windsor
06: Supervisors: Crafts and Trades	0.0%	16.3%	0	0.0%	Provincial
07: Administrative and Senior Clerical	94.6%	83.5%	27	-	Windsor
08: Skilled Sales and Service Personnel	63.6%	28.7%	4	-	Provincial
09: Skilled Crafts and Trades Workers	0.0%	3.1%	-1	0.0%	Provincial
10: Clerical Personnel	81.1%	69.8%	13	-	Windsor
11: Intermediate Sales and Service Personnel	87.1%	62.9%	8	-	Windsor
12: Semi-Skilled Manual Workers	33.3%	11.2%	1	-	Windsor
13: Other Sales and Service Personnel	62.3%	56.3%	18	-	Windsor
14: Other Manual Workers	6.7%	15.3%	-1	43.6%	Windsor

Note: Bolded categories indicate significant under-representation (less than 80% utilization based on comparison of internal workforce availability as compared to the external labour market availability pool).

Table 9 - Aboriginal Peoples – Internal Representation vs. External Labour Market Availability

Employment Equity Occupational Group	Internal Representation	Labour Market Availability	Gap	Severity Ratio	Location of Recruitment
	%	%	+/-	%	
01: Senior Managers	0.0%	2.9%	0	0.0%	National
02: Middle and Other Managers	1.1%	2.2%	-1	50.0%	National
03: Professionals	1.0%	1.6%	-8	62.3%	National
<i>4011: University Professors*</i>	<i>0.6%</i>	<i>1.3%</i>	<i>-3</i>	<i>47.6%</i>	<i>National</i>
04: Semi-Professionals	3.5%	1.6%	3	-	Provincial
05: Supervisors	2.3%	2.2%	0	-	Windsor
06: Supervisors: Crafts and Trades	0.0%	1.7%	0	0.0%	Provincial
07: Administrative and Senior Clerical	1.7%	1.2%	1	-	Windsor
08: Skilled Sales and Service Personnel	0.0%	1.0%	0	0.0%	Provincial
09: Skilled Crafts and Trades Workers	2.5%	2.4%	0	-	Provincial
10: Clerical Personnel	0.0%	3.4%	-4	0.0%	Windsor
11: Intermediate Sales and Service Personnel	0.0%	3.1%	-1	0.0%	Windsor
12: Semi-Skilled Manual Workers	0.0%	3.4%	0	0.0%	Windsor
13: Other Sales and Service Personnel	7.4%	4.6%	8	-	Windsor
14: Other Manual Workers	13.3%	2.9%	2	-	Windsor

Note: Bolded categories indicate significant under-representation (less than 80% utilization based on comparison of internal workforce availability as compared to the external labour market availability pool).

Table 10 - Visible Minorities – Internal Representation vs. External Labour Market Availability

Employment Equity Occupational Group	Internal Representation	Labour Market Availability	Gap	Severity Ratio	Location of Recruitment
	%	%	+/-	%	
01: Senior Managers	20.0%	10.1%	1	-	National
02: Middle and Other Managers	12.1%	15.0%	-3	80.6%	National
03: Professionals	17.2%	19.8%	-37	86.7%	National
<i>4011: University Professors*</i>	<i>25.4%</i>	<i>19.1%</i>	<i>30</i>	<i>-</i>	<i>National</i>
04: Semi-Professionals	9.0%	22.0%	-19	41.0%	Provincial
05: Supervisors	2.3%	3.3%	0	68.9%	Windsor
06: Supervisors: Crafts and Trades	0.0%	13.2%	0	0.0%	Provincial
07: Administrative and Senior Clerical	9.5%	3.4%	15	-	Windsor
08: Skilled Sales and Service Personnel	27.3%	20.8%	1	-	Provincial
09: Skilled Crafts and Trades Workers	0.0%	13.7%	-5	0.0%	Provincial
10: Clerical Personnel	6.3%	3.0%	4	-	Windsor
11: Intermediate Sales and Service Personnel	3.2%	6.3%	-1	51.2%	Windsor
12: Semi-Skilled Manual Workers	0.0%	3.5%	0	0.0%	Windsor
13: Other Sales and Service Personnel	14.5%	6.8%	23	-	Windsor
14: Other Manual Workers	20.0%	3.1%	3	-	Windsor

Note: Bolded categories indicate significant under-representation (less than 80% utilization based on comparison of internal workforce availability as compared to the external labour market availability pool).

Table 11 - Persons with Disabilities – Internal Representation vs. External Labour Market Availability

Employment Equity Occupational Group	Internal Representation	Labour Market Availability	Gap	Severity Ratio	Location of Recruitment
	%	%	+/-	%	
01: Senior Managers	13.3%	4.3%	1	-	National
02: Middle and Other Managers	4.4%	4.3%	0	-	National
03: Professionals	4.3%	3.8%	7	-	National
04: Semi-Professionals	8.3%	4.6%	5	-	Provincial
05: Supervisors	4.5%	13.9%	-4	32.7%	Windsor
06: Supervisors: Crafts and Trades	0.0%	7.8%	0	0.0%	Provincial
07: Administrative and Senior Clerical	7.0%	3.4%	9	-	Windsor
08: Skilled Sales and Service Personnel	27.3%	3.5%	3	-	Provincial
09: Skilled Crafts and Trades Workers	10.0%	3.8%	2	-	Provincial
10: Clerical Personnel	6.3%	7.0%	-1	90.1%	Windsor
11: Intermediate Sales and Service Personnel	3.2%	5.6%	-1	57.6%	Windsor
12: Semi-Skilled Manual Workers	0.0%	4.8%	0	0.0%	Windsor
13: Other Sales and Service Personnel	10.4%	6.3%	12	-	Windsor
14: Other Manual Workers	13.3%	5.3%	1	-	Windsor

Note: Bolded categories indicate significant under-representation (less than 80% utilization based on comparison of internal workforce availability as compared to the external labour market availability pool).

Table 12 provides a more detailed breakdown of the designated group profiles for academics, including faculty & librarians, as well as academic administrators:

TABLE 12 - DESIGNATED GROUP PROFILES - ACADEMIC					
	Return Rates	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
NOC #4011					
Faculty of Arts & Social Sciences	91.2%	48.9%	0.0%	12.1%	5.5%
Faculty of Education	91.3%	43.5%	4.3%	39.1%	4.3%
Faculty of Engineering	93.3%	11.7%	1.7%	48.3%	6.7%
Faculty of Human Kinetics	100.0%	47.6%	0.0%	14.3%	4.8%
Faculty of Law	96.4%	50.0%	0.0%	21.4%	14.3%
Faculty of Nursing	100.0%	86.7%	0.0%	20.0%	0.0%
Faculty of Science	95.1%	21.6%	1.0%	29.4%	3.9%
Odette School of Business	98.1%	18.9%	0.0%	39.6%	3.8%
NOC #5111					
Libraries	100.0%	71.4%	0.0%	14.3%	4.8%
NOC #4012					
Ancillary Academic Staff	90.9%	60.6%	0.0%	9.1%	6.1%
Sessional Lecturer	92.9%	50.0%	0.0%	7.1%	14.3%
Sessional Instructor	83.0%	60.6%	1.0%	9.0%	3.5%
Academic Administrators	97.0%	42.4%	3.0%	15.2%	12.1%

V ACHIEVEMENTS AND NEXT STEPS

University of Windsor Employment Equity Multi-Year Plan (2012-2015)

While efforts towards achieving the goals of the University of Windsor Employment Equity multi-year plan for the 2013 year were primarily focused on the census survey, work towards other key areas have also continued. The following highlights some of those achievements:

a) Employment Equity Data Management

- A review and update of the Employment Equity self-identification survey.
- A review and update of the reports available for statistical analysis.
- Online training and information for the WEIMS system in order to assess compliance readiness for future Federal Contractor Program reporting requirements.

b) Employment Equity structures

- A review of the Review Committee on Employment Equity (RCEE) membership and mandate.
- A review of the Presidential Commission on Employment Equity (PCEE) membership and mandate.
- The creation of the Accessible Employment Committee (AEC).
- Ongoing training of EE/PAs.
- Ongoing work of the Employment Equity Coordinating Committee (EECC).

c) Employment Equity best practices

A review was undertaken to gather information from other Universities and Colleges regarding:

- general employment equity best practices;
- more specific employment equity practices, and;
- identifying challenges and barriers within the current FCP reporting framework.

Employment Systems Review (ESR) – next steps

The purpose of undertaking an ESR is to assist the University of Windsor, within each employment equity occupational group (EEOG) in the organization, in identifying significant barriers to the full representation of the four designated groups. Where under-representation has been found, the ESR process will also assist in providing reasonable explanation for the specific gaps in designated group representation through

the analysis of the organization's workforce analysis, that is, the organization's current employment equity profile and the organization's overall context (i.e. consultation with various groups). Additionally the ESR can also highlight the organization's accomplishments and remaining challenges in terms of achieving adequate representation of the four designated groups.

Although the University of Windsor is not obligated to conduct an ESR, in 2014 it will undertake to engage consultants in the ESR process voluntarily because:

- the University of Windsor recognizes that the ESR can be used as an additional tool with respect to the development, integration, and implementation of the University's Employment Equity Multi-Year Plan and;
- the ESR encourages us to engage in discussions and possibilities presented by the more recent changes in the Federal Contractors Program.

Owing to the success of the University of Windsor Employment Equity census survey, the Office of Human Rights, Equity and Accessibility is positioned to lead the organization through the ESR process in 2014. OHREA would also like to acknowledge the dedication of the many faculty, librarians, staff and administrators that contribute to a culture of equity at the University of Windsor and OHREA looks forward to working with the campus community in the coming year.