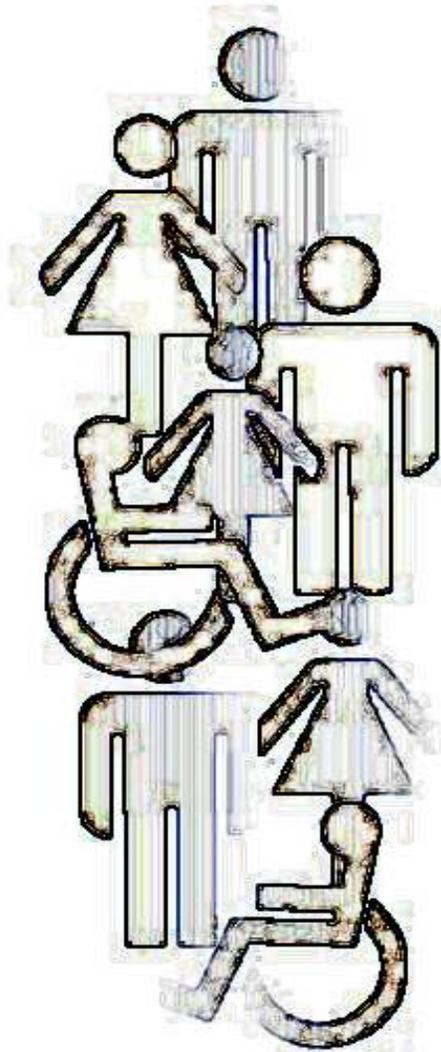


UNIVERSITY OF WINDSOR

EMPLOYMENT EQUITY

A report to the campus community
2006



Everyone Counts!

December 7, 2006

UNIVERSITY OF WINDSOR EMPLOYMENT EQUITY OFFICE INITIATIVES

The University of Windsor is committed to the principle and practice of equitable treatment, education, and opportunity for all members of its community. With this guiding principle, the University of Windsor Employment Equity Office provides programming, direction and leadership to a number of campus initiatives which support equity.

EMPLOYMENT EQUITY

The University of Windsor adopted an employment and educational equity policy in November 1990. The policy defines employment and educational equity as a goal that can be achieved through practices designed to eliminate discriminatory barriers that interfere with the hiring, promotion, retention and training of four groups: women, visible minorities, Aboriginal peoples and persons with disabilities. The University of Windsor is committed to providing an environment within which employment and educational equity can be achieved.

ACCESSIBILITY

Accessibility has long been a goal of the University of Windsor, and plays an important role in both its mission and values and in its strategic planning document, 'To Greater Heights.' The purpose of the Annual Accessibility Plan is to assist the University of Windsor to think strategically about barrier identification and removal, and to prioritize accessibility as a primary focus in all future planning. Critical to the success of this process is the need to reach out to our campus community with an emphasis on including persons with disabilities in all aspects of the consultation and collaborative process.

DIVERSITY

The University of Windsor Diversity Action Committee is an advisory Committee which endeavours to promote and support the participation in the University of a diverse population of students, staff, and faculty that is reflective of the society that the university serves. The work of this committee involves identifying, planning, developing and implementing programming and initiatives to actively promote respect and equity for all by supporting a campus culture that respects, values, and nurtures the aspirations of all members of the University Community.

This report summarizes the programming and initiatives developed and implemented through the Employment Equity Office during 2005/2006.

**Karen Roland
Employment Equity Manager**

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What is Employment Equity?

Employment Equity is the term developed by Madame Justice Rosalie Silberman Abella, Commissioner of the Royal Commission on Equality in Employment (1984), to describe a distinct Canadian process for achieving equality in all aspects of employment.

Employment equity means ensuring that **all** job applicants and employees have a fair chance in the workplace - this is achieved when no one is denied employment opportunities or benefits for reasons unrelated to ability.

FREQUENTLY ASKED QUESTIONS

How can employment equity help me?

Removing barriers opens up new opportunities for **ALL** people in the workforce. For example, by finding new ways to advertise jobs, a wider pool of candidates is reached. You can get involved by learning as much as you can about employment equity, by going to meetings and/or workshops sponsored by the University of Windsor, and by participating in the consultation process in our workplace.

Is employment equity reverse discrimination?

No. Discrimination in employment is illegal. The Human Rights Code permits and encourages employment equity programs to redress past discrimination through positive action plans for women, Aboriginal persons, visible minorities, and people with disabilities.

Does employment equity mean a quota system?

No. Employment equity programs in Canada do not contain mandatory quotas; instead, employment equity programs allow our institution to set its own realistic goals and timetables to increase the representation of members of designated groups in our workforce.

Does employment equity mean hiring and promoting unqualified people?

No. Employment equity means hiring and promoting people based on their skills and abilities to do a job. The process of identifying the essential duties of a job as well as the skills that are actually required to perform it eliminates unfair barriers that may now be screening out designated members and others who are qualified.

How does the process interact with the Collective Agreements in place?

The University of Windsor is committed to honouring its Collective Agreements as it implements employment equity.

Will the designated groups be given preferential treatment?

No. Employment equity is not an exclusive process but rather an inclusive one. It does not impose barriers on those people who are not from designated groups. The Ontario Human Rights Code and the Canadian Charter of Rights and Freedoms both require equal treatment without discrimination for everyone. Employment equity is about equality because it seeks to eliminate barriers so that everyone will have an equal opportunity to compete for jobs.

Who benefits from employment equity?

All employees benefit by having access to measures which help prevent employment barriers for designated group members, but which are accessible to all employees. Since employment equity ensures that all qualified individuals are considered, there will be increased competition for jobs overall; all employees will stand to benefit by having all positions filled with qualified people.

FEDERAL CONTRACTORS PROGRAM

The Federal Contractors Program

The University of Windsor has been a signatory of the Federal Contractors Program (FCP) since 1986, and as a member is required to meet a number of employment equity criteria. Specifically, the University is required to:

- Collect information on the employment status of designated group members (women, Aboriginal peoples, visible minorities, and persons with disabilities), by occupation relative to all other employees.
- Compare this data to the availability data on designated group members locally, provincially and nationally.
- Review Human Resources policies, practices and systems shown to have or likely to have an unfavourable effect on the employment status of designated group members.
- Establish goals for the hiring, and promotion of designated group employees, considering projections for hiring, promotions, terminations, lay-offs, recalls, and retirements.

Through its review processes, the Federal Contractors Program continues to find the University of Windsor's Employment Equity Program to be in compliance with FCP requirements. This is a positive achievement for the entire campus, and it is indicative of the dedication and support of all members of our campus community actively involved in promoting equity of opportunity for all.

EMPLOYMENT EQUITY COORDINATING COMMITTEE

Established in March 1995, the Employment Equity Co-ordinating Committee remains functioning on an ongoing basis playing a significant and challenging role on Campus. Thank you to the following members for their time and dedication:

University of Windsor Appointees:

Dr. Janice Drakich
Director, Faculty Recruitment & Retention

James Cooke
University Counsel

Purita Bristow
Manager - Information Systems Services

Gwendolyn Ebbett
University Librarian

Eric Harbottle
V.P., Administration & Finance

Rita LaCivita, Co-Chair
Executive Director of Human Resources

Brooke White
Director, Student Development & Support

Cheryl Henshaw, Ex Officio Member
Human Rights Commissioner

Union Appointees/Alternates:

Shirley Knight/Linda Adair
C.U.P.E., Local 1001

Helen Allen/JoAnn Grondin
C.A.W. Local 2458 (Full-Time)

Francois Gratton
C.A.W. Local 2458 (Engineers)

Paul Fraser/Tory James
C.U.P.E. Local 1393

Cst. Leslie Poisson/Cst. Erich Buchenauer
C.A.W. Local 195

Dr. Y. Daniel/A. Kaay (Co-Chair)/Dr. R. Seth
Faculty Association

Tina Palmer
C.A.W. Local 2458 (Part-Time)

Sajid Rashad Ahmad
C.U.P.E. Local 4580 (GA/TA)

Karen Roland, Ex Officio Member
Employment Equity Manager

Recording Secretary for the Employment Equity Co-Ordinating Committee - Daniella Beaulieu

EMPLOYMENT EQUITY OFFICE

The Employment Equity Office assists the university in meeting its legal and moral obligations with respect to the equity program. The successful implementation of the program, however, depends on input from and consultation with all members of the university community through advisory committees and other means.

Anne Kaay, Social Sciences Librarian in the Leddy Library shared her thoughts concerning the importance of participating in the recent University of Windsor workforce census:

“...What we learn from the Employment Equity Census allows us to develop a more diverse campus because it gives us insights into who we are now and where we need to move ahead. This is a great way to help the university learn about us and to develop meaningful and relevant programs!”

Dr. Rajesh Seth, Professor of Civil & Environmental Engineering, also shared his thoughts about the importance of participation:

“... the University of Windsor has made a commitment to equity, diversity, and fairness. This is why it is so important for everyone to fill in the census and be counted. "You can help design support initiatives that will benefit all of us. Be represented. Get counted.”



Everyone Counts!

OVERVIEW OF EMPLOYMENT EQUITY INITIATIVES 2005/2006

• 2006 University of Windsor Employment Equity Workforce Census

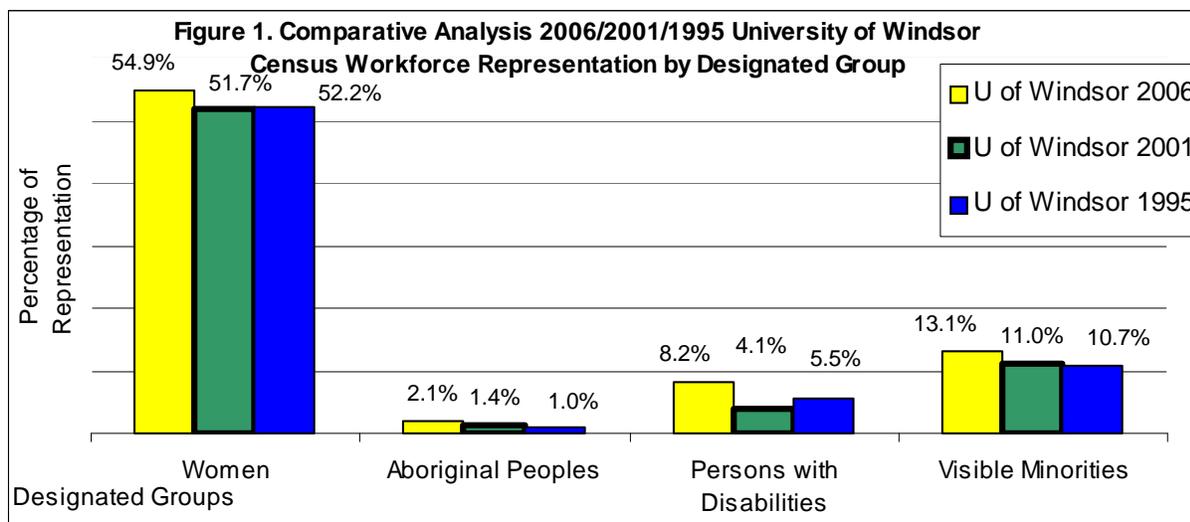
The University of Windsor conducted its fourth Employment Equity Workforce Census during the week of April 3-7, 2006. All permanent full-time and part-time, and temporary full-time and part-time (employed 12 weeks or more in the calendar year) employees received a census package; 2173 census survey packages were distributed to university faculty and staff. The census package included a confidential self-identification questionnaire that asked four mandatory questions (one for each designated group namely women, Aboriginal peoples, persons with disabilities and visible minorities), and two optional questions intended to elicit data regarding employment barriers. Members of the Employment Equity Coordinating Committee played a significant role in the census awareness campaign through their participation in 19 campus census information sessions.

The 2006 campaign reflected the principle of inclusion in employment equity programming on campus with its slogan, **'Everyone Counts.'** As of December 2006, the return rate for the census reached approximately 85.7% (an increase from the 81% reported in the 2001 census); and a positive finding was noted in that of those employees returning the census form, 94% answered the self-identification questions. Shown below is a chart indicating the return rates by campus work group for the 2006 employment equity workforce census:

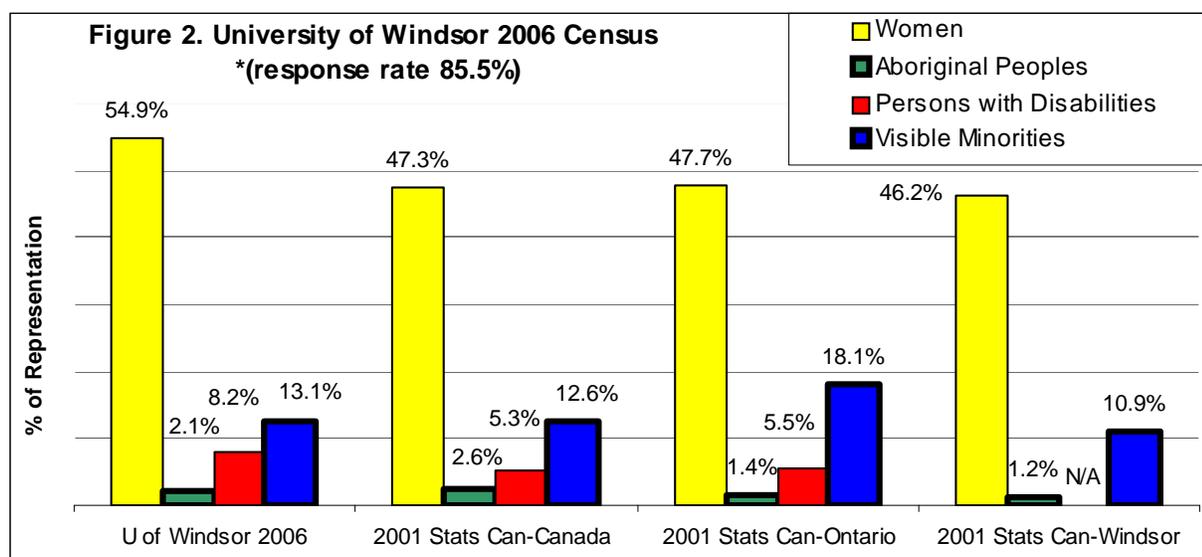
GROUP	Total Count	Total # of Census Returned	% of Census Returned
C.A.W. Local 195	19	19	100.0%
C.A.W. Local 2458 Engineers	16	15	93.8%
C.A.W. Local 2458 Full-time Office Unit	274	267	97.5%
C.A.W. Local 2458 Part-time Office Unit	40	38	95.0%
C.U.P.E. Local 1393	193	177	91.7%
C.U.P.E. Local 1001 Full-time	125	114	91.2%
C.U.P.E. Local 1001 Part-time	252	222	88.1%
C.U.P.E. Local 4580 (GA/TA)	6	5	83.3%
Executives/AEC Directors/Directors	34	32	94.1%
Faculty Association/Faculty Related	961	734	76.4%
Manager/Supervisors	102	96	94.1%
NonUnion Administrative	72	71	98.6%
Permanent Part-Time NonUnion	10	10	100.0%
NonUnion Admin Grant	3	3	100.0%
SWOMEN	2	2	100.0%
Centre for Smart Community Innov.	6	6	100.0%
*Temporary NonUnion (12 weeks or more)	43	38	88.4%
*Casual/Temporary (12 weeks or more)	15	14	93.3%
Grand Total	2173	1863	85.7%

• **2006 Workforce Census Comparative Analysis**

Figure 1 provides a historical context of the representation in the University of Windsor workforce, comparing the 2006 overall workforce census data, with 2001 and 1995 overall data. A modest positive trend in representation of the designated groups is indicated overall in the University of Windsor workforce.



However, following the format recommended by the Federal Contractors Program, to analyze the levels of representativeness within the University of Windsor workforce, the level of representation of designated groups at the University are compared with the larger community - Windsor, Ontario and Canada, utilizing Statistics Canada Labour Force Availability Data based on the 2001 national census. (See Figure 2) The Employment Equity Coordinating Committee will comparatively analyze the campus census data with the 2006 Statistics Canada Labour Force availability statistics once released; Statistics Canada advises that this data will be available sometime in 2009. This analysis will assist the university in the identification of representation GAPS for designated groups within our campus workforce, and the development of equity hiring goals.



The comparison data used (Local, Provincial or National) is dependent upon which labour market is the primary source for recruiting employees in a given Occupational Group. As in the past, the Windsor labour market remains the primary geographic area from which employees are recruited; only four Occupational groups are recruited beyond Windsor - Senior Managers (Canada), Middle or Other Managers (Ontario), Professionals (Canada), and Semi-Professionals & Technicians (Ontario).

• REPRESENTATION BY EMPLOYMENT EQUITY OCCUPATIONAL GROUP (EEOG)

The workforce is divided into fourteen Employment Equity 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 is a chart indicating the percentage representation in each EEOG based on the University of Windsor 2006 census results as at December 2006.

University of Windsor, 2006 Census EMPLOYMENT EQUITY OCCUPATIONAL CATEGORIES					
Employment Equity Occupational Group: (numbers presented in this table include permanent full-time and part-time employees, and temporary full-time and part-time employees)	*Figures in shaded areas are included in the total for the EEOG.				
	Male	Female	Aboriginal Peoples	Persons with Disabilities	Visible Minorities
1. Senior Managers	100.0%	0.0%	0.0%	33.3%	0.0%
2. Middle or Other Managers	58.2%	41.8%	0.0%	5.5%	5.5%
3. Professionals	55.8%	44.2%	1.1%	5.7%	14.6%
<i>Professionals NOC # 4121</i> <i>University Professors</i>	63.4%	36.6%	1.2%	6.5%	19.3%
4. Semi-Professionals and Technicians	34.1%	65.9%	1.2%	4.9%	8.5%
5. Supervisors	33.3%	66.7%	0.0%	5.9%	0.0%
6. *Supervisors: Crafts and Trades	80.0%	20.0%	20.0%	0.0%	0.0%
7. Administrative and Senior Clerical Personnel	6.3%	93.7%	1.0%	10.2%	9.3%
<i>Secretaries, NOC #1241</i>	4.0%	96.0%	1.1%	10.2%	9.7%
8. Skilled Sales and Service Personnel	71.8%	28.2%	2.6%	2.6%	28.2%
9. Skilled Crafts & Trades Workers	97.6%	2.4%	4.8%	14.3%	2.4%
10. Clerical Personnel	18.3%	81.7%	1.2%	11.6%	4.3%
11. Intermediate Sales and Service Personnel	25.8%	74.2%	5.6%	11.2%	21.9%
<i>Food & Beverage Servers, NOC #6453</i>	26.7%	73.3%	6.2%	11.0%	24.3%
12. *Semi-Skilled Manual Workers	66.7%	33.3%	0.0%	0.0%	0.0%
13. Other Sales and Service Personnel	52.5%	47.5%	5.0%	19.1%	12.8%
14. Other Manual Workers	93.7%	6.3%	18.8%	12.5%	18.8%
TOTAL	45.1%	54.9%	2.1%	8.2%	13.1%

• **EMPLOYMENT EQUITY FLOW DATA (NEW HIRES, PROMOTIONS, TERMINATIONS)**

The Federal Contractors Program (FCP) requires that the University collect data for new hires, promotions and terminations on an annual basis. An analysis of this information (flow data) is used to identify those employment systems that may be causing under-representation in the University's workforce.

NEW HIRES Data (January -December 2005):

As is done each year, a new hires census was conducted to collect employment equity data through the self-identification of respondents; the 60.5% response rate to the 2005 new hires census was a significant increase from previous years, due in part to a quarterly data collection schedule initiated by the Employment Equity Office. Reporting will continue to be done on an annual basis. Shown in the chart below is the 2005 new hires data compared with the 2001 campus census results identifying representation GAPS.

2005 New Hires

Employee Group	Total # New Hires	Census Response Rate %
Permanent Full-Time	72	83.3%
Temporary Full-Time	22	68.2%
Permanent Part-Time	91	37.4%
Temporary Part-Time	152	62.5%
TOTAL	337	60.5%

University of Windsor 2005 New Hires: Permanent Full-Time & Part-Time and Temporary Full-Time and Part-Time Comparative Analysis based on 2001 Campus Census Results Significant Representation GAPS noted by shaded areas - a GAP is significant if it is: • 20% or greater than % available in the labour market; absolute # between 30-50; and/or • under-representation rate is high in actual terms				
Employment Equity Occupational Group (*numbers in italics are included in the above-noted EEOG total):	% Women	% Aboriginal Peoples	% Persons with Disabilities	% Visible Minorities
1. Senior Managers	–	–	–	–
2. Middle or Other Managers	66.7%	0.0%	0.0%	0.0%
3. Professionals	55.1%	1.0%	1.0%	12.2%
<i>*NOC #4121 University Professors</i>	53.1%	2.0%	2.0%	16.3%
4. Semi-Professionals & Technicians	0.0%	0.0%	0.0%	33.3%
5. Supervisors	80.0%	0.0%	0.0%	0.0%
6. Supervisors: Crafts & Trades	–	–	–	–
7. Administrative & Senior Clerical Personnel	71.4%	0.0%	0.0%	19.0%
8. Skilled Sales & Service Personnel	0.0%	0.0%	0.0%	28.6%
9. Skilled Crafts & Trades Workers	0.0%	0.0%	0.0%	0.0%
10. Clerical Personnel	75.0%	16.7%	0.0%	8.3%
11. Intermediate Sales & Service Personnel	69.5%	2.4%	1.2%	6.1%
12. Semi-Skilled Manual	–	–	–	–
13. Other Sales & Service	57.1%	0.0%	0.0%	14.3%
14. Other Manual Workers	–	–	–	–
TOTAL	59.1%	1.8%	0.9%	11.3%

NEW HIRES - Employment Equity 2005 Flow Data Analysis:

A further breakdown of the new hires flow data is shown below comparing the percentage of designated group members hired (based on self-identification data), in each EEOG category, with the hiring goal identified for each designated group based on the 2001 University Census data.

Aboriginal Peoples: Significant under-representation for this designated group was identified in EEOG categories #3, #4, and #10 in the 2001 campus workforce survey. While positive equity hiring is noted for EEOG categories #3 & #10, the University must continue to address under-representation through its employment equity outreach program.

EEOG Significant Under-representation (2001)	% of Aboriginal Peoples Hired 2005	Aboriginal Peoples % Equity Hiring Target (2001 Census)
3. Professionals	1.0%	1.3%
4. Semi-Professionals & Technicians	0.0%	1.5%
10. Clerical Personnel	16.7%	0.8%

Women: The information shown below indicates that in EEOG categories #3, #11 and # 13, where women were identified as having a significant under-representation rate in the 2001 campus survey, modest equity hiring is noted; however, hiring in EEOG categories #1, #9, and #14 does not address the significant under-representation rate for women identified in 2001; this finding was similar in 2003 and 2004.

EEOG Significant Under-representation (2001)	% of Women Hired 2005	Women % Equity Hiring Target (2001 Census)
1. Senior Managers	-	33.3%
3. Professionals	55.1%	55.6%
9. Skilled Crafts & Trades Workers	-	5.0%
11. Intermediate Sales & Service Personnel	69.5%	77.8%
13. Other Sales & Service	57.1%	57.9%
14. Other Manual Workers	-	25.0%

Persons with Disabilities: Significant under-representation for this designated group was identified in EEOG categories #4, #8, #10, #11, and #13 in the 2001 campus survey. There has been modest equity hiring results noted in EEOG #11, however, focus must remain on recruitment initiatives to encourage qualified applicants from this designated group in the other EEOG categories.

EEOG Significant Under-representation (2001)	% of Persons with Disabilities Hired 2005	Persons with Disabilities % Equity Hiring Target (2001 Census)
4. Semi-Professionals & Technicians	-	10.6%
8. Skilled Sales & Service Personnel	-	6.7%
10. Clerical Personnel	-	12.8%
11. Intermediate Sales & Service Personnel	1.2%	6.3%
13. Other Sales & Service	-	9.1%

Visible Minorities: Significant under-representation for this designated group was identified in EEOG categories #2, #4, #5, #9, and #10 in the 2001 census. Modest equity hiring is noted in EEOG categories #4 and #10 only.

EEOG Significant Under-representation (2001)	% of Members of Visible Minorities Hired 2005	Members of Visible Minorities % Equity Hiring Target (2001 Census)
2. Middle or Other Managers	-	17.1%
4. Semi-Professionals & Technicians	33.3%	13.6%
5. Supervisors	-	10.0%
9. Skilled Crafts & Trades Workers	-	7.5%
10. Clerical Personnel	8.3%	9.6%

Analysis of NEW HIRE Trends from 2002 through 2005:

The figures shown below provide a graphical representation of the University of Windsor overall new hire trends for the years 2002 through 2005, by designated group; Stats Canada 2001 Labour Force Availability Statistics are included for comparative analysis. As previously mentioned, it is important to note when reviewing this data, that the University primarily recruits from the Windsor area; the University recruits Senior Managers and Professionals nationally; and recruits Middle or Other Managers and Semi-Professionals & Technicians, provincially.

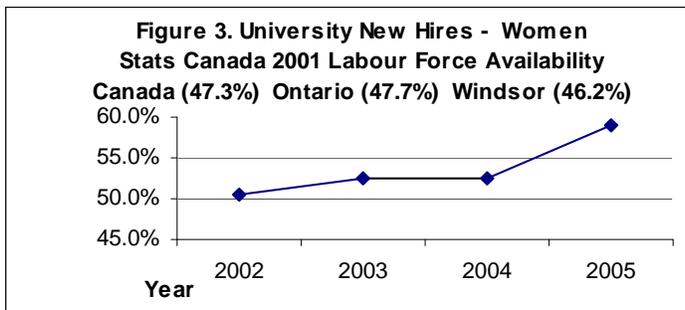
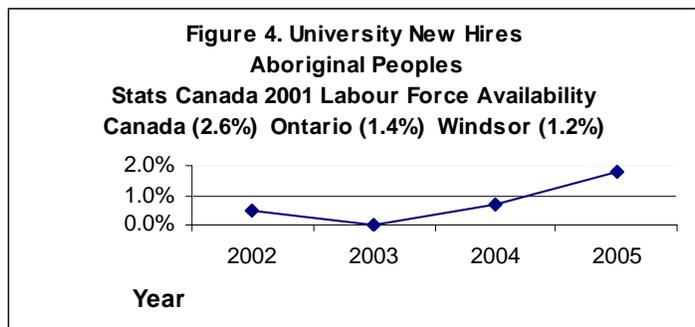


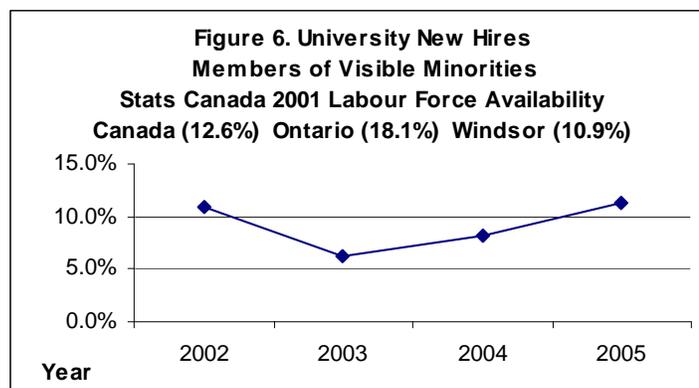
Figure 3 indicates an overall positive hiring trend for women when compared with Stats Canada Labour Force Availability; however, it should be noted, as indicated in the analysis of representation GAPS by EEOG, that there continues to be significant under-representation for women in certain EEOG categories.

Figure 4 indicates a positive hiring trend in 2005 overall for Aboriginal peoples (1.8% which exceeds local labour force availability of 1.2% based on 2001 labour force availability statistics); however, as noted previously, continued outreach efforts will assist the University in meeting its employment equity goals for Aboriginal peoples.



The hiring trend for Persons with Disabilities illustrated in **Figure 5** indicates the continued need for the University to focus on the recruitment and outreach to members of this designated group. And, given the support of recent legislation in Ontario, the Accessibility for Ontarians with Disabilities Act, 2005, the University must continue to foster sensitivity and awareness in the promotion of an inclusive workplace.

Although the hiring trend noted in **Figure 6** for members of visible minority groups is comparable to representation levels in the local labour force, it is expected that due to demographic shifts and increased immigration, the population of Windsor (touted as the 4th most diverse community in Canada!), Ontario, and the country as a whole, will continue to diversify rapidly, which means that the University must ensure that employment equity outreach is effective in linking qualified candidates with available positions on our campus.



• PROMOTIONS & TERMINATIONS

In addition to new hires data, flow data analysis is useful in that it provides the University with a process by which it is able to monitor not only its equity hiring, but also to identify the trends in the promotions and terminations of designated group members in the University's workforce.

Promotions 2005:

The University of Windsor recorded 152 employee promotions during the 2005 calendar year. Promotions are defined as movement (with or without transfer) within the University workforce; this definition meets the following FCP guidelines according to Section 2 of the *Regulations*:

- *Promoted* means an employee has **permanently** moved from one position or job in the employer's organization to another position or job that:
 - 1) has a higher salary or a higher salary range than the salary or salary range of the position or job previously held by the employee, and
 - 2) ranks higher in the organizational hierarchy of the employer.

*This includes a reclassification of the employee's position or job where the reclassified position or job meets points I and II.

Promotions January 1 - December 31, 2005				
	% Women	% Aboriginal Peoples	% Persons with Disabilities	% Visible Minorities
Permanent Full-time (N = 117)	59.8%	0.0%	0.0%	11.1%
Permanent Part-time (N = 24)	66.7%	0.0%	0.0%	4.2%
Temporary Full-time (N = 6)	66.7%	0.0%	0.0%	0.0%
Temporary Part-time (N = 5)	80.0%	0.0%	0.0%	0.0%
Total (N= 152)	61.8%	0.0%	0.0%	9.2%

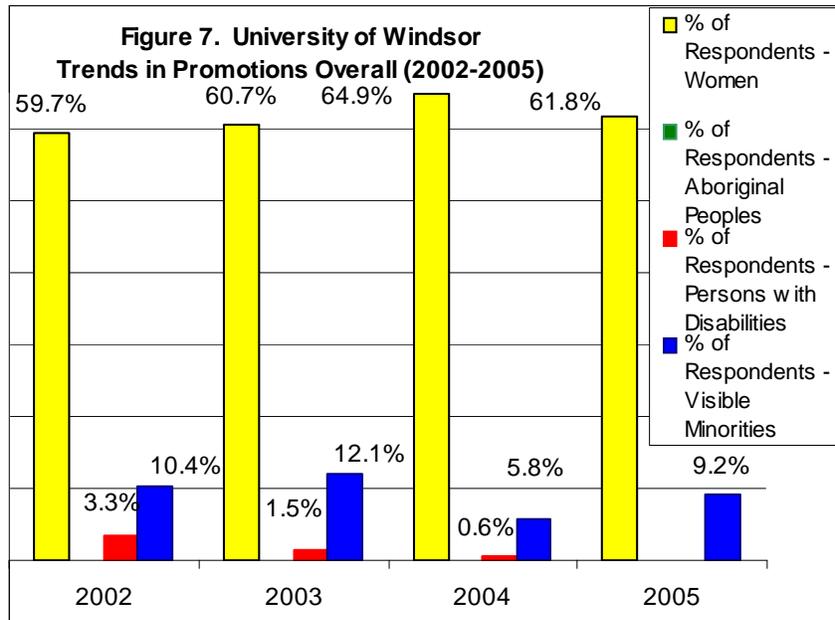
The following chart provides a breakdown of the University's 2005 employee promotions by Employment Equity Occupational Group; further, the representation GAPS identified in the 2001 campus census are noted (shaded areas) to indicate those occupational groups identified for equity recruitment and retention (promotion) initiatives.

University of Windsor 2005 Promotions: Permanent Full-Time & Part-Time and Temporary Full-Time and Part-Time Comparative Analysis based on 2001 Campus Census Results				
Employment Equity Occupational Group (*numbers in italics are included in the above-noted EEOG total):	% Women	% Aboriginal Peoples	% Persons with Disabilities	% Visible Minorities
1. Senior Managers	-	-	-	-
2. Middle or Other Managers	33.3%	0.0%	0.0%	0.0%
3. Professionals	43.5%	0.0%	0.0%	16.1%

University of Windsor 2005 Promotions: Permanent Full-Time & Part-Time and Temporary Full-Time and Part-Time Comparative Analysis based on 2001 Campus Census Results				
Employment Equity Occupational Group (*numbers in italics are included in the above-noted EEOG total):	% Women	% Aboriginal Peoples	% Persons with Disabilities	% Visible Minorities
<i>*NOC #4121 University Professors</i>	23.5%	0.0%	0.0%	23.5%
4. Semi-Professionals & Technicians	44.4%	0.0%	0.0%	0.0%
5. Supervisors	50.0%	0.0%	0.0%	0.0%
6. Supervisors: Crafts & Trades	-	-	-	-
7. Administrative & Senior Clerical Personnel	96.2%	0.0%	0.0%	7.7%
8. Skilled Sales & Service Personnel	-	-	-	-
9. Skilled Crafts & Trades Workers	0.0%	0.0%	0.0%	0.0%
10. Clerical Personnel	85.7%	0.0%	0.0%	4.8%
11. Intermediate Sales & Service Personnel	80.0%	0.0%	0.0%	0.0%
12. Semi-Skilled Manual	-	-	-	-
13. Other Sales & Service	63.6%	0.0%	0.0%	9.1%
14. Other Manual Workers	0.0%	0.0%	0.0%	0.0%

Analysis of Promotion Trends from 2002 through 2005:

Figure 7 illustrates the overall trends in promotions from 2002 through 2005, by designated group. This information is useful as it indicates the University's progress through internal mechanisms to support and promote the representation in senior levels of the institution by members of the designated groups. A relatively stable and positive trend for women is indicated, including movement to those EEOGs where under-representation was identified in the 2001 campus census. However, the overall level of promotions for members of visible minorities groups indicates a continued need to focus on recruitment outreach to ensure appropriate representation in the University workforce by members of this designated group. And, for both Persons with Disabilities and



Aboriginal peoples, Stats Canada indicates low levels of availability in the labour force, and this is reflected in the representation of these groups in the University's workforce promotion levels; additionally, the promotion trends for both these groups indicates not only a continued need for employment equity outreach, but also the need to encourage members of these groups to self-identify during the workforce census process to ensure the accuracy of campus workforce representation data.

Terminations 2005:

The University recorded 267 employee terminations in the 2005 calendar year. Termination in employment from the University workforce includes the following (as per FCP requirements): retirement (early, normal, voluntary early, past age 65); deceased; deceased while active; termination (disciplinary, with allowances, suspended, other); and resignation.

Terminations Jan-Dec 2005	Women	Aboriginal peoples	Persons with Disabilities	Visible Minorities
PMT FT	48.1%	1.9%	2.8%	9.4%
PMT PT	56.0%	0.0%	1.2%	2.4%
TMP FT	39.4%	0.0%	0.0%	3.0%
TMP PT	59.1%	2.3%	0.0%	0.0%
TOTAL	51.3%	1.1%	1.5%	4.9%

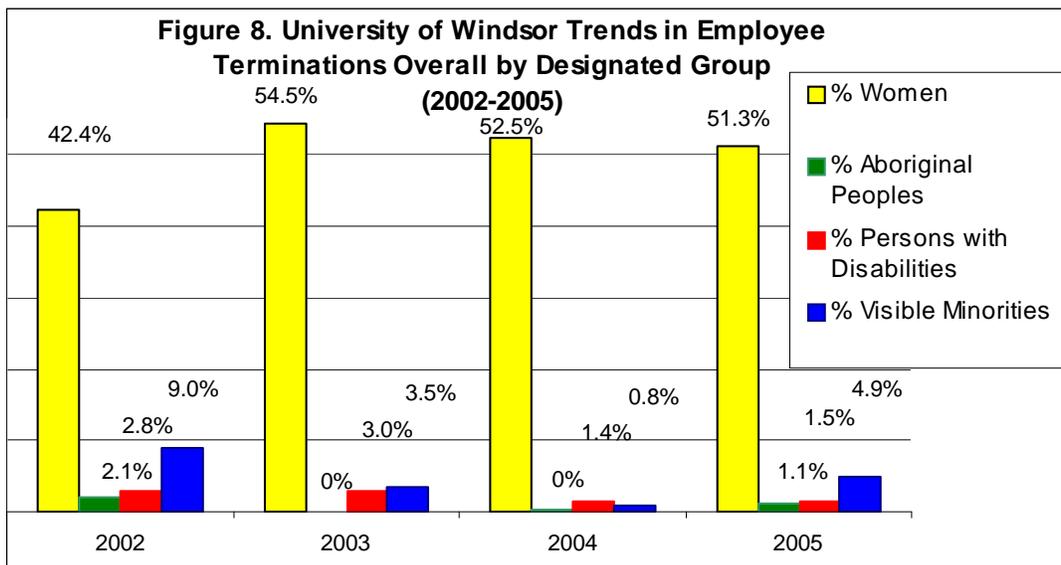


Figure 8 indicates the overall trends in employee terminations for the years 2002 through 2005. As in previous years, the termination rate for women, particularly those working on a part-time or temporary basis exceeds 50%.

EMPLOYMENT EQUITY PROGRAMMING

Employment equity flow data analysis of new hires, promotions and terminations, is a tool which can provide strategic direction to the Employment Equity Coordinating Committee in the development of equity programming to ensure inclusivity in recruitment and retention processes, and a fair and equitable work environment. Initiatives that support campus equity programming requirements include the **Employment Equity Outreach Program, community involvement, ongoing education and training** initiatives to foster equity principles and practices on our campus including the Recruitment & Retention Guidelines and the Scent-Free Guidelines, as well as the **Exit Survey/Interview** process launched in June 2005 by the Employment Equity Office. Another equity initiative which will provide valuable equity information for planning purposes, is the anticipated launch of the **Employment Equity Assessor for NonUnion Administration** pilot project to be launched by the Employment Equity Office in early 2007.

• EMPLOYMENT EQUITY OUTREACH

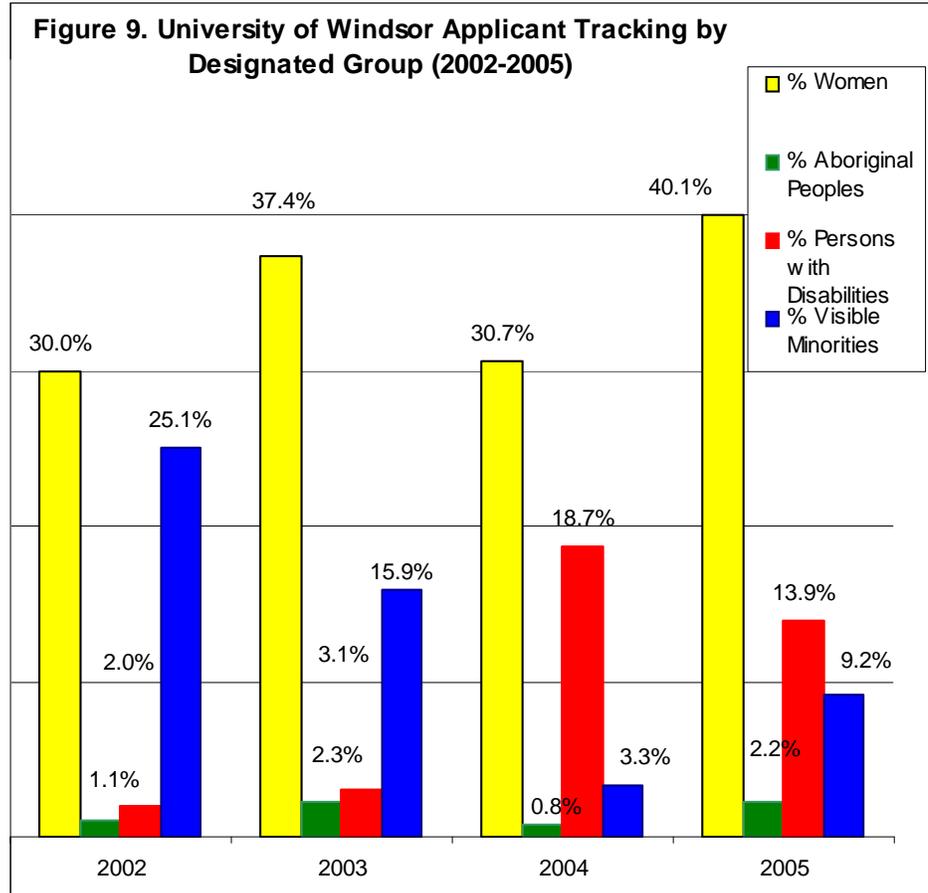
In an ongoing effort to increase the number of designated group members applying for positions at the University of Windsor, the Employment Equity Office maintains an employment equity outreach program. Two primary goals of this program are first to ensure access for designated group members to apply for job postings as they become available, and secondly, to create a link between qualified candidates from the designated groups and the University of Windsor. This program has grown substantially over the years to include:

- a distribution list of 173 members (of which 15 are agencies working with members of the designated groups)
- additionally, staff in the Employment Equity Office continues to meet with potential candidates individually to discuss with them the following: the University's employment equity program; each candidate's skill profile; and to develop a candidate letter for each individual to accompany her/his future application(s).

Applicant Tracking:

Each year the Employment Equity Office performs an applicant tracking function to provide a *picture* of the representativeness of designated group applicants applying for non-faculty positions on campus.

Figure 9 provides an analysis of applicant tracking trends for the period of 2002-2005. While this is not an exact process as one applicant may submit numerous applications, or may choose not to submit the equity self-identification form at all, this data provides the University with a tool by which it can assess the effectiveness of various outreach initiatives. This information clearly illustrates the continued need for outreach initiatives to address recruitment for members of the designated groups.



- **Community Involvement:**

- **Windsor Essex Employment Group**

- The Employment Equity Office is an active participant in the Windsor-Essex Employment Group (Employment Equity Manager is Chair), a group comprised of persons and community agencies who share the goal of improving and enhancing employment pathways for persons with disabilities. Projects and initiatives this group has been involved with include:

- Community Cares Forum: Understanding the Needs of Employees with Disabilities (May 2006)
 - Transition Planning for Secondary Students with Exceptionalities presentation to the Greater Essex County District School Board (September 2005);
 - Ministry of Citizenship funded project, 'Breaking Down the Barriers' workshop designed to encourage employers to hire persons with disabilities; and
 - the development of the *Community Connects* Directory.

- **Hosted Ontario (Canada) Employment & Educational Equity Network Conference**

- In October 2005 the Employment Equity Office hosted a conference for university employment equity practitioners from across Canada; universities participating included: University of Victoria, University of British Columbia, Carleton University, Queen's University, University of Toronto, York University, University of Western Ontario, Wilfred Laurier University, and the University of Windsor.

- Speakers included:**

- Federal Contractors Program, HRSDC Workplace Equity Labour Program;
 - Spy Dénomme Welch, York University, '*Recognizing the plight of the Trans and Two-Spirit communities within a Native and Film Context;*' and
 - *Keynote Speaker*, Shannon Thunderbird, '*Cultural Bridging: Seeking to illuminate those human strengths and gifts that unite us, demonstrating that they are far stronger and deeper than what divides us.*'

• EDUCATION AND TRAINING INITIATIVES

The Employment Equity Office has provided learning opportunities for the campus community including:

- Nnedi Obembe, Women's Enterprise Skills Training Inc. (WEST)
- Barbara Humphrey, LL.B - *'Successfully Managing the Duty to Accommodate'*
- Theresa Sims, CanAm Indian Friendship Centre - *'Identifying Barriers to the Successful Recruitment of Aboriginal First Nations People'*; and
- a lunch time film series exploring various equity issues.

Recruitment & Retention Guidelines (guidelines available online at www.uwindsor.ca/equity)

Flowing from a recommendation in the Employment Equity Plan, the Employment Equity Coordinating Committee implemented the Recruitment & Retention Guidelines for non-faculty staff in Fall 2004. Educational programming concerning Recruitment and Retention Guidelines continues to be offered to the campus community to ensure that potential job candidates do not encounter employment barriers in the recruitment and selection process at the University of Windsor; education and training corresponding to the content of these Guidelines is facilitated by the Employment Equity Offices, Human Resources Department, Human Rights Office, and the Centre for Career Education (the most recent session was held in May 2006).

The primary goals of the guidelines are to educate with respect to recruitment and retention:

- by safeguarding against barriers that are the result of bias; and
- to promote and enhance the *equity of opportunity* for all.

Scent Free Guidelines (guidelines available online at www.uwindsor.ca/equity)

The University of Windsor recognizes the need to maintain an indoor environment that supports the University community at work, study and at play. While issues regarding the health effects of perfumes and other scented products in the workplace may be somewhat controversial, listed below are some of the symptoms which have been reported as adversely affecting a person's health due to scented products:

- | | |
|--------------------|---------------------------------|
| • headaches | • loss of appetite |
| • dizziness | • depression |
| • light-headedness | • anxiety |
| • nausea | • numbness |
| • fatigue | • upper respiratory symptoms |
| • weakness | • shortness of breath |
| • insomnia | • difficulty with concentration |
| • malaise | • skin irritation |
| • confusion | |

Referencing materials from various Canadian Universities concerning 'scent-free' or 'share the air' programs, a sub-committee of the Employment Equity Coordinating Committee developed a set of Scent Free Guidelines for the campus community with a focus on engagement and education. As the University represents all of its community including students, faculty and staff, and in consideration of the difficulties that exposure to scented products may cause for individuals with scent-sensitivity, the University encourages all members of the community to avoid the use of scented personal care products.

Whenever discussing this issue, please remember not to be confrontational or hostile, and to focus on the fact that education is key. For further information, please visit the equity website: www.uwindsor.ca/equity.

• EMPLOYMENT EQUITY EXIT SURVEY/INTERVIEW PROCESS

To identify and remove barriers to equitable employment, the Employment Equity Office, following a recommendation made during the Employment Systems Review Process, and after receiving Research Ethics Approval, initiated an Exit Survey Process in June 2005 aimed at identifying systemic barriers to equity in the University of Windsor workplace. Once per calendar year, a **voluntary and confidential** exit survey is distributed to any employee who has had a change in employment status including retirement and termination (contractual – sessional, disciplinary, bumped, with allowances, pension suspended, termination callback declined, probation incomplete, disability pensioner, job eliminated, resigned and other).

Exit Survey Analysis (June - December 2005):

To date, data has been collected by the Employment Equity Office for the initial pilot period of June through December 2005; further analysis of survey findings will be completed after December 2006 - this data analysis will prove useful to the Employment Equity Committee when it conducts the next Employment Systems Review. For the period of June through December 2005, approximately 676 Exit Surveys were distributed to all employees who experienced a change in employment status; and of the surveys distributed, 14% were returned, with 28.6% of these respondents requesting an Exit Interview with the Employment Equity Manager. The gender breakdown of those that received the Exit Survey (June-December 2005) was 46.7% female and 53.3% male. The following charts describe various aspects of the respondent population for the period June through December 2005 further.

Figure 10 illustrates the breakdown of reasons for change in employment status; the largest group were contractual employees, which includes sessional instructors. Contractual employees were included in the Exit Survey process to ensure equity in the opportunity to provide feedback to the University concerning the work environment; however, as stated in Letter of Information accompanying the survey, the Exit Survey has no connection with future or ongoing employment with the University of Windsor.

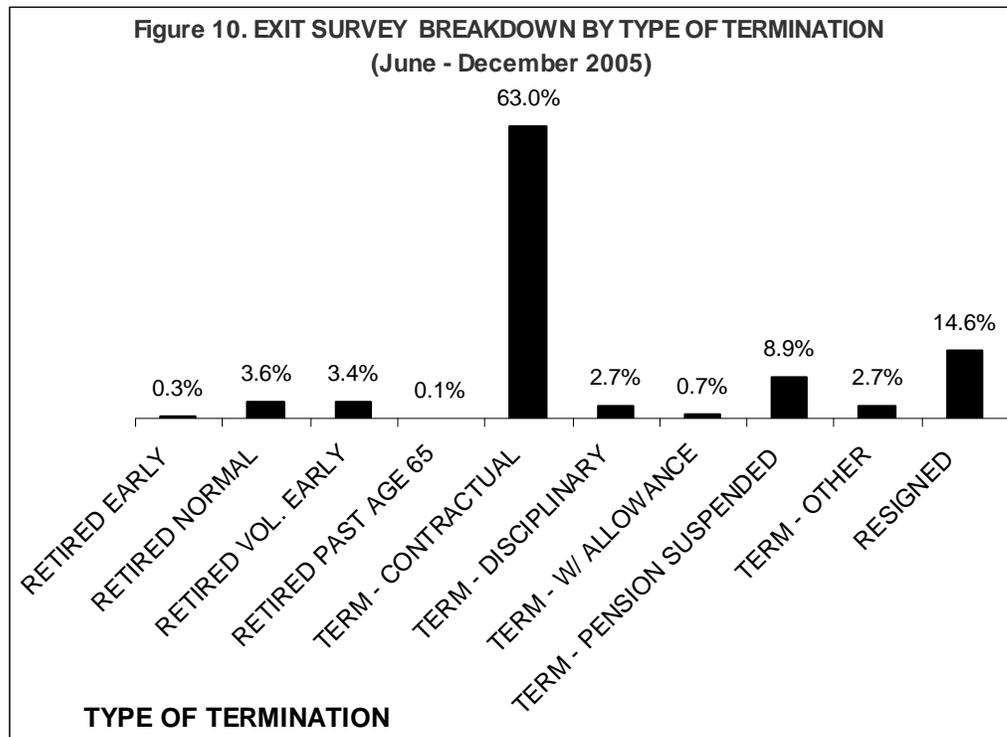


Figure 11 below provides further descriptive information of exit survey recipients, by Employment Equity Occupational Group:

Employment Equity Occupational Group (June - December 2005)	% Exit Survey Recipients
Senior Managers	0.3%
Middle or Other Managers	0.7%
Professionals	74.7%
Semi-Professionals & Technicians	1.9%
Supervisors	1.9%
Administrative & Senior Clerical Personnel	3.8%
Skilled Sales & Service	0.6%
Skilled Crafts & Trade Workers	0.1%
Clerical Personnel	3.3%
Intermediate Sales & Service	11.7%
Sales & Service - Level D	0.9%

The Employment Equity Office will continue to distribute, collect and analyze the data based on the response to the **voluntary** and **confidential** Exit Survey on a quarterly basis; plans are to provide the Employment Equity Coordinating Committee with statistical analysis of the survey results to use in the identification of recurring issues which may cause barriers to equity in the University workplace.

• **EMPLOYMENT EQUITY ASSESSOR FOR NONUNION ADMINISTRATION**

As part of the University’s ongoing commitment to employment equity, a proposal for an Employment Equity Assessor Process was developed for the Non-Union Administrative job competition process, specifically, the interview process. The purpose of this process is to ensure employment equity in the selection for Non-Union administrative job competitions.

NonUnion Employment Equity Assessor Role:

The proposed role for the NonUnion Administrative Employment Equity Assessor includes completing an employment equity assessment of the interview process by:

- Reviewing interview questions for equity purposes;
- Reviewing and assessing the diversity of the interview panel (gender/department);
- Actively observing the interview process; and
- Completing and submitting two (2) copies of an Employment Equity Assessment form within 24 hours of the completion of the interview process; one to Human Resources and the other to the Employment Equity Office.

Administration of the process:

The administration of this process is to be shared by the Employment Equity Office and the Department of Human Resources.

Specifically:

The Human Resources Department to track:

- Positions posted;
- Employment Equity Assessor assignment to observe the interview process by the Human Resources Department; and
- Employment Equity Assessment forms received & reviewed by Human Resources Department and Employment Equity Office.

The Employee Relations Manager(s) and Employment Equity Manager to collaboratively follow-up on employment equity concerns/issues noted.

The Employment Equity Manager is responsible for annual reporting.

A pilot project involving the recruitment of volunteers from NonUnion Administrative staff to participate as employment equity assessors for NonUnion job competitions, will include an orientation and education program focusing on equitable recruitment and retention principles and practices, and will commence in early 2007.

FUTURE EMPLOYMENT EQUITY INITIATIVES

In its commitment to support equity on campus, the Employment Equity Committee has two additional initiatives that it is currently developing; these initiatives include the Employee Accommodation Fund proposal and an update of the campus Language Equity Guide.

• **EMPLOYEE ACCOMMODATION FUND PROPOSAL**

Policy Statement on Employment Accommodation

The duty to accommodate an employee comes from two federal statutes: the Canadian Human Rights Act and the Employment Equity Act. The University has a legal duty to provide reasonable accommodation for both its employees and job applicants, unless it would cause undue hardship for the University to do so.

Definition of a Workplace Accommodation

- A workplace accommodation is an alteration to the general policies and facilities for an individual with particular needs - it does not mean changing the essential duties of the job or position.
- For an accommodation to be justifiable, it must be clearly linked to the nature of the work performed and must contribute to the individual’s performance of the essential duties of the job or the service provided by the University of Windsor.
- Accommodations may be made for a long-term or recurring physical, medical, sensory, psychiatric or learning impairment which results in the requirement for alterations to the individual’s working conditions. Additionally, preventative measures (i.e., ergonomic assessments may also be addressed through this process).

Accommodation Facilitation Panel (AFP)

The AFP is an advisory group drawn from the Employment Equity Coordinating Committee to provide recommendations rather than act as a decision-making body. As such, the primary responsibility of the AFP is to explore all relevant activity under the workplace accommodation process. The Employment Equity Manager convenes the Accommodation Facilitation Panel only upon request from an Accommodee.

The Accommodation Facilitation Panel will:

- Gather relevant information;
- summarize relevant issues and information;
- initiate collaboration; and
- provide recommendations.

RATIONALE – EMPLOYEE ACCOMMODATION FUND:

The University of Windsor is a single employer, and the Human Rights Commission and the Workplace Safety Insurance Board interpret accommodation in a manner consistent with the resources of the entire University. Therefore, both the employing department/unit and the central administration of the University have an obligation in providing accommodation for persons with disabilities. In recognition of this, the University's Employment Equity Coordinating Committee has undertaken the development of an **Employee Accommodation Fund** Proposal; the purpose of this Fund is to provide an **additional** source of access to financial assistance for the department/unit in an effort to streamline the provision of workplace accommodation for persons with disabilities, and to ensure the process is respectful of the needs of the Accommodee. In continuing to develop this proposal, the Employment Equity Coordinating Committee has identified the purpose of the Fund is to not to determine the validity of an accommodation request, rather the Fund process becomes viable once the process of accommodation has commenced and has been agreed to by all parties involved in the process. It is proposed that any University of Windsor faculty, staff or student employee (i.e., permanent or temporary, full-time or part-time) who, due to a disability or disabling condition, requires assistance in the form of supplies or equipment as an accommodation to meet her/his job responsibilities is eligible for funding through this Fund.

A subcommittee of the Employment Equity Coordinating Committee continues to meet to develop this proposal for future review and implementation.

• **UPDATE - LANGUAGE EQUITY GUIDE: A GUIDE TO INCLUSIVE LANGUAGE**

The University of Windsor Language Equity Policy (Approved by University of Windsor Senate and Board of Governors June 27, 1991):

It is the policy of the University of Windsor that in all its documents, publications and communications there shall be respect for individual worth, dignity, integrity and capacity. The University of Windsor is committed to language equity which avoids stereotyping and labeling, and which promotes an environment in which learning and working are enhanced by the equitable treatment of all persons no matter what their race, creed, colour, sex, national origin, age, disability, or sexual orientation, in accordance with applicable national and provincial laws.

A subcommittee of the Employment Equity Coordinating Committee has been convened to update the University's Language Equity Guide in an effort to uphold, promote and widely distribute the University of Windsor's language equity policy. The proposal to update the current language guide involves three stages: 1) fact finding; 2) planning, and 3) implementation. In the fact finding stage the subcommittee will examine current linguistic developments surrounding inclusive language to identify the areas of linguistic sexism/racism/heterosexism, etc., that may be particularly problematic for our organization. It is anticipated that a draft of the Language Equity Guide will be available for review through a focus group process in 2007.

ANNUAL EMPLOYMENT EQUITY GUIDES

The following Employment Equity Guides are available online at www.uwindsor.ca/equity; alternate formats available upon request.

- Religious Holidays Brochure - distributed annually in December and available online
- Child Care Guide
- Elder Care Guide

SECTION 2 - ACCESSIBILITY

Accessibility Plan 2006



Has a mobility impairment,
has won a medal in the Paralympic
Games and is **HOT ON THE TRACKS.**



Has a visual impairment,
is on the Dean's List, and
knows how to **ROCK.**



Has a learning disability,
an IQ of 130, and has **GRADUATED**
with a degree in Law.



This person's barriers include
ignorance and prejudice.
Accessibility IQ is **ZERO.**

Attitudes are barriers
Choose respect
Learn more...Boost your Accessibility IQ

Contact Karen Roland, Co-Chair, University of Windsor Accessibility Planning Group
www.uwindsor.ca/accessibility 519-253-3000 Ext. 2056

The Spirit of Accessibility Planning at the University of Windsor By: Valerie Doumani, Student, University of Windsor

Excerpt from University of Windsor 2004 Accessibility Plan

I welcome the opportunity to share my experiences at the University of Windsor from many perspectives. I am a student at the University of Windsor as well as a graduate with a General Bachelor of Arts Degree, Sociology (June 2004). Additionally, I am a contributing member of the Special Needs Advisory Committee, and as a student representative I have actively participated in auditing and identifying various physical facilities and offering advice concerning the removal and prevention of barriers for persons with disabilities on campus.

Accessibility Planning is important for the University of Windsor not just because of legislative obligations but also for social justice reasons - accessibility issues are people issues. It is important to note that a barrier-free environment allows the learning process to flourish in a warm open space, making learning and working less stressful for EVERYONE!

During my time on campus I have witnessed many changes to the accessibility of the campus, both improvements that are highly visible and also those invisible improvements such as attitudes and acceptance. Both kinds of improvements are significant in their impact on people with disabilities because they enhance the feeling of being welcome and included in all aspects of the institution. While there have been many positive steps forward, there remains much work to do in the removal and prevention of barriers to participation for persons with disabilities - the University of Windsor must continue to move beyond tolerance, to acceptance and inclusion.

It is imperative that every member of the campus community play a role in identifying and removing barriers so as to enrich the potential of our students as well as that of every member of the campus community. As citizens of Canada we have a duty to treat others with respect and dignity. In our collective efforts to promote change and to ensure a warmer and thriving academic environment we are actively embracing the mission statement of the University of Windsor. Our students when exposed to an environment which promotes an **Inclusion=Equity** equation, carry this positive attitude into the labour force after graduation. Hopefully their open-mindedness will make society a better place for everyone regardless of their abilities. This will also contribute to society's struggle to eradicate discrimination and human indignity.

The heightened willingness of the university community to recognize and address concerns of persons with disabilities reflects an increased sensitivity level. I believe there is greater awareness, and in some instances this means meeting and exceeding expectations. The overall display of attitudes of the university community shows that different does not mean lesser than. I believe the focus and success of any accessibility plan is the equation **INCLUSION=EQUITY**. The University must continue to be aware, and maintain the good work it has done in the areas of furthering acceptance and inclusion.



ACCESSIBILITY PLANNING

The purpose of the annual accessibility planning process is to assist the University of Windsor to think strategically about barrier identification and removal, and to prioritize accessibility as a primary focus in all future planning. The planning process in 2006 continues to address action items and priorities identified in the previous plans (2003, 2004, and 2005), as well as continuing to review the accessibility of our campus in an effort to identify and prevent further barriers. The University of Windsor Accessibility Plan is published annually on September 30th at www.uwindsor.ca/accessibility.

Linking planning with Action Since the publication of the 2003 Accessibility Plan, the University has engaged in an integrated approach to campus-wide accessibility planning. The University's current accessibility planning structure involves **seven reporting levels, utilizing 21 different committee/sub-committee groups** that has allowed for the development of enhanced communication pathways between interdependent areas of campus functionality and expertise, which has proven beneficial for the institution as a whole; accessibility planning in 2006 will include a review of this planning structure.

DID YOU KNOW?

The Accessibility Information Resource Co-ordination (AIRC) process:

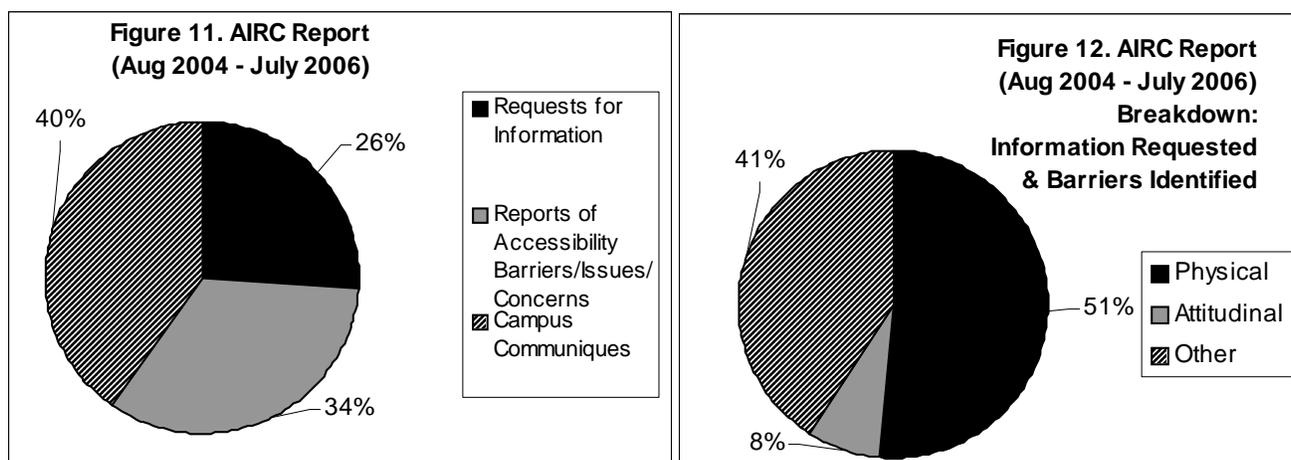
- responds to issues/concerns immediately when possible
- provides a follow-up resolution process
- 253-3000 ext. 2056, or roland1@uwindsor.ca

The University of Windsor Special Needs Advisory Committee is an advisory and educational advocacy group for Persons with Disabilities which reports to the President and the Senior Management Group (SMG).

The work of the University of Windsor Employment Equity Co-ordinating Committee includes developing fair, equitable and barrier-free employment practices in accordance with the Employment Equity Act and its regulations.

• ACCESSIBILITY INFORMATION RESOURCE COORDINATION (AIRC)

A key component of the University of Windsor's Accessibility Plan was the establishment of the *Accessibility Information Resource Coordination* process; in response to this need, the Employment Equity Manager was assigned these duties. Facilitation of the Accessibility Information Resource Coordination process encompasses reporting, networking, and communication. Since its inception 24 months ago, there have been a **total of 127 incidents involving students, faculty, staff and visitors** including: requests for information, reports of identified accessibility barriers/concerns/issues requiring action, and the distribution of campus communiqués concerning relevant planning materials, articles and governmental briefings. There was an increase of approximately 24% in contacts made after the first six months of operation. Shown below is a brief graphical representation of AIRC activities:



* Other category includes queries and issues concerning signage, research, assistive technology, card access to building, printer access, and mandatory retirement.

THE UNIVERSITY OF WINDSOR ACCESSIBILITY PLAN 2006

www.uwindsor.ca/accessibility

2005/06 Achievements

- ✓ 3rd Annual Accessibility Plan published (www.uwindsor.ca/accessibility)
- ✓ Annual submission of campus accessibility upgrade priorities to Senior Management.
- ✓ Awareness Campaign initiatives completed include: Accessibility IQ posters (2 posters) & campus community profiles
- ✓ Special Needs Policy on audio-recording lectures for students with disabilities adopted.
- ✓ The Campus Audit Team is facilitating a campus accessibility audit of facilities
- ✓ The Campus Audit Team has participated in campus accessibility reviews and provided recommendations
- ✓ The University supported the Canadian Disability Studies Association through its inaugural year
- ✓ Continued to offer educational programs re accessibility for faculty, staff and students.
- ✓ Promotion of universal instructional design in collaboration with CFL as part of learning-centered approach.
- ✓ Initial development of an effective transition approach from secondary to postsecondary education for students with disabilities - Transition Planning Pilot (BUILD) Program Summer 2006.

2006/07 Initiatives

- Continuing Campus Awareness Campaign including launch of additional Accessibility IQ posters & campus community profiles.
- Actively recruit persons with disabilities to consult on accessibility planning.
- Develop and enhance collaborative activities with the disability community and with accessibility planning committees, particularly the Accessibility Planning committee for the City of Windsor.
- Public Affairs & Communications to continue to provide student recruitment materials on the web in text-based, accessible formats.
- Expansion and development of enhanced web links with alternative formats.
- Campus Audit Team to provide recommendations re accessibility priorities based on findings of accessibility audit & building user survey.
- Consultant's recommendations re Fire & Safety Evacuation procedures for persons with disabilities provided to Senior Management Group for review and implementation.
- CFL to commence preliminary accessible technology audit; development of campus-wide accessible technology standards.
- Continued development of proposed joint University of Windsor/St. Clair College Disability Studies Program.
- Development & implementation of *Accessibility Guidelines* for Non-Academic Support Services for students with disabilities.

YOUR INPUT COUNTS!

Faculty, staff and students and the community at large are encouraged to actively participate to achieve full participation of persons with disabilities in all aspects of the life of the campus. Please Visit the **Campus Accessibility, What we need to know...** website (www.uwindsor.ca/campusaccess) and share your comments, suggestions and recommendations.

Everyone Counts!



• SPECIAL NEEDS ADVISORY COMMITTEE (SNAC)

The Special Needs Advisory Committee is an educational advocacy committee comprised of representatives from the university administration, student government, staff, faculty and students with disabilities. The committee is involved in a number of accessibility-related initiatives including:

Annual Activities & Initiatives	2005/06 Activities	Future Initiatives
<p>Organization of Part-Time University Students (OPUS) Awards</p> <ul style="list-style-type: none"> • Special Needs (OPUS) Campus Community Recognition Award • <i>Special Needs (OPUS) Student Achievement Award</i> <p>Accessibility Upgrades Priority List</p> <p>The Committee annually submits an Accessibility Upgrades Priority List to the senior management of the University for consideration</p> <p>Campus Community Accessibility...What we need to know' website www.uwindsor.ca/campusaccess</p>	<p>Development of Special Needs Advisory Committee (SNAC)</p> <p>Website http://www.uwindsor.ca/snac</p> <p>Creation and publishing of the AWARENESS & ACCESS Newsletter</p> <p>Participation in Canada-Wide Accessibility for Post-Secondary Students (CanWAPSS) Conference: Leadership Development & Accessibility Planning</p> <p>Accessibility IQ Poster project (collaboration with Diversity Action Committee)</p> <p>Campus Profiles - the Face of Accessibility</p> <p>Profiles of members of the campus community published in the DailyNews to increase sensitivity and awareness.</p>	<p>Creation of an Accessibility Directory for each building on campus</p> <p>Research concerning possible accessibility-related funding opportunities/sources</p> <p>Promotion of a smoke-free campus for the University of Windsor</p>

Each year approximately 1/5 of the University's Physical Plant central renovation fund is targeted for accessibility improvements, and as noted above, each year SNAC submits an accessibility upgrade priority list to Senior Management for consideration.

Highlights - Accessibility Upgrade Achievements in 2005

*New fitness center at HK – The Forge
Status: accessible including the mezzanine.

*New Stadium constructed.
Status: Completed and accessible.

*Accessible washrooms in CHT (lower level/5th floor)
Status: Completed

*Automatic doors - Leddy Library bridge between Main and West Libraries
Status: Completed.

*Visibility stripping for stairs in HEC Room #203
Status: Completed.

*Exterior Area between CAW Student Centre and Dillon Hall
Status: Completed - area completely resurfaced.

*Repair & resurfacing of the curb cut at Fanchette & Sunset Avenue
Status: Completed.

*Evacuation protocol for persons with disabilities implemented in August 2005 to respond to the potential for rolling blackouts.

Status: Campus community asked to self-identify if they felt they would require assistance to evacuate their building during an emergency or rolling blackout.

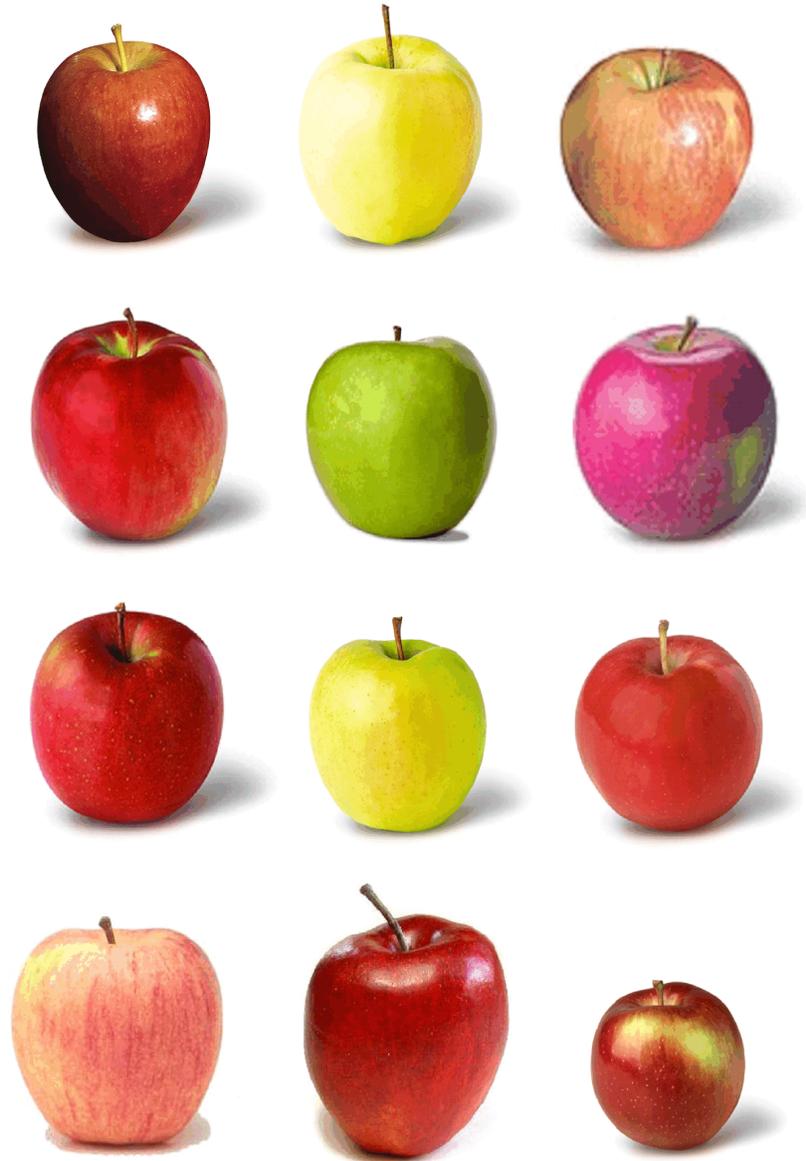
*Workstation in Leddy Library
Status: Located at Station #LM110,;JAWS Software screen reader, Zoomtext; 19 monitor.

*Issue concerning the slope of the ramp used during convocation - this ramp incline too steep for a person with mobility impairment - memo sent concerning this barrier.

Status: Renovation was completed prior to the June 2006 convocation.

*CAW STUDENT CENTRE - Food Services accessibility barriers identified in self-serve areas.
Status: This information was forwarded to the UWSA for their accessibility audit of the Centre.

**Though we may come in different
colours, shapes and sizes...**



...we're all the same at the core.

DIVERSITY ACTION COMMITTEE (DAC)

The Diversity Action Committee strives to reflect the goals of the University of Windsor in creating and enhancing a welcoming environment that fosters inclusiveness and which respects the rights and dignity of the individual. The activities and initiatives of this committee promote and support the participation in the University of a diverse population of students, staff, and faculty that is reflective of the community that the university serves.

• DEVELOPING AWARENESS

Poster Campaign - To enhance a welcoming environment and to effectively promote the message of inclusion, the committee has undertaken the following poster campaigns:

1. 'No matter how you say it...we value Diversity'
2. What do these women have in common?
3. Welcome Sign: An initiative supported by the Office of the President and the Human Rights and Employment Equity Offices. Currently two versions with approximately 23 translations of the word 'welcome' are posted in prominent, high-traffic areas of the campus. A third edition with additional languages is currently in development by the Human Rights Office.
4. Collaborative project with the Special Needs Advisory Committee to develop the Accessibility IQ posters.

In addition to the poster campaigns, the Diversity Action Committee has also hosted campus education training events such as the Preventing Sexual Harassment Workshop conducted by Dr. Margery Holman (March/06).

Diversity Action Committee website: www.uwindsor.ca/diversity

The Diversity Action Committee website provides a forum for publishing committee reports, advertising upcoming activities and links to various sites both within the campus community and externally.

Diversity Ambassador Program (DAP) In collaboration with the Employment Equity and Human Rights Offices, the Diversity Action Committee has for the past three(3) years undertaken the development and implementation of the Diversity Ambassador Program, a student volunteer peer-education program focussed on issues of equity and diversity. The objectives of the program are to raise student awareness concerning equity, inclusivity, discrimination and harassment while challenging students to promote positive social change to enhance a respectful campus community. The program involves both an education phase as well as a diversity programming implementation stage.

Margaret Boachie-Yiadom
Diversity Ambassador 2004/05



"Take a look at your fingers. They are not all of equal size but yet when a fist is made, that fist is only strong when all come together as one. It's like an old proverb my grandmother told me: a bundle of stick is stronger than a single out stick, and so I believe if we look at our differences and put them together to understand each other, we will remain strong on this planet."

Education & Training Phase In an effort to provide the student volunteers with a foundation of knowledge of 'isms,' the first phase of the Diversity Ambassador Program involves extensive education and training. This programming has been successfully facilitated by a number of campus experts; Harassment (Professor D. Ghanam); Cross-cultural Communication (Dr. C. Kwantes); Social Change Model of Leadership Development (Charlotte Karam/Simone Arbour); Heterosexism (Dr. B. Adam); Ableism, Disability and Access (Dr. D. Leslie); International Development (Dr. F. Simpson); Inclusive Communication (Lara Hoff); First Nations Peoples (Russell Nahdee); Immigration and Refugee Experiences in Canada (Dr. Fr. Omorodion); Sexual Harassment (Dr. M. Holman); Policing on campus (Campus Community Police); Leading Effective Teams & Group Dynamics (EXCEL Program).

Diversity Programming Implementation: The second component of this peer education program challenges the student volunteers to design, develop and implement diversity programming initiatives on our campus to enhance a spirit of inclusion in our community. Some initiatives the Diversity Ambassadors developed and implemented during the first two years of the program included: a *travelling* campus diversity booth, a poster contest, development of the 'Top Ten Things I Wish I Knew About Diversity' poster, the screening of the movie 'Crash' for the campus community, and the design, development and printing of the Apple Poster (as shown).

The University of Windsor is committed to providing an environment within which employment equity can be achieved.

EMPLOYMENT EQUITY OBJECTIVES

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

equity matters

**For Further Information please contact:
Employment Equity Office
University of Windsor
Chrysler Hall Tower
401 Sunset Avenue
Windsor, ON N9B 3P4
(519) 253-3000 ext. 2056**

www.uwindsor.ca/equity