

**University of Windsor
Senate**

5.7.1: **Report of the Review Committee on Employment Equity (RCEE) (2019-2020)**

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

Report of the Review Committee on Employment Equity (RCEE) September 2020

1 BACKGROUND

The RCEE was formed in 1987. The committee's terms of reference (ToR) are as contained in Article 30 of the Windsor University Faculty Association (WUFA) Collective Agreement. Specifically:

- 30:04 The Review Committee provided for in clause 30:03 shall be responsible for:
- (i) identifying where there is a serious under-representation of members of the designated groups in any AAU and/or Library;
 - (ii) recommending reasonable goals and timetables for hiring by any AAU and/or Library where serious under-representation of members of the designated groups exists;
 - (iii) reviewing action taken within the University to achieve the hiring goals recommended under (ii).

The RCEE would like to convey appreciation for the data provided for this report and throughout the year by the Employment Equity (EE) Manager. In addition, the manager carries out the central work for the implementation of the Diversity & Equity Assessment & Planning (DEAP) Tool Project and provides the required support to the units. The DEAP Tool provides a means for units to develop, monitor and report on goals and timelines. Information on the DEAP Tool can be found at <http://www.uwindsor.ca/ohrea/95/deap-tool>.

In many units that have created Equity, Diversity and Inclusion (EDI) type committees, there has been greater use of the DEAP Tool to help inform their related goals. Some have had the DEAP Tool as an ongoing agenda item for the meetings. As a result, there has been a significant increase in its use for such things as storing ideas, goal development, action plans, identifying stakeholders and task leads. A good example of this use is highlighted in the Promising Practices Feature in section 3 of this report.

RCEE obtains the new hires data from OHREA in the July 1 through September timeline in order to access the latest Human Resources Information System (HRIS) data available. This allows for the inclusion of the new hires in the system as per their start date. Thus, the data are up to September 30 of the given year.

2 ACTIVITIES AND KEY ISSUES FOR 2019-2020

The RCEE activities and key issues are centered on 3 main areas. Firstly, the committee focused on *data*; specifically, acquiring and analyzing the data. Secondly, the committee explored possibilities for *enhancing equity* both campus wide and throughout the various AAUs. Lastly, RCEE examined options for *enhancing the equity infrastructure* of the University. RCEE discussed several issues which, although not part of its mandate, were considered to have an influence on the equity profile of the University community and ultimately on recruiting/attracting and hiring. The recommendations of this report are organized according to the three categories.

Agenda items addressed in committee meetings included:

- 1) Terms of Reference as Contained in WUFA CA, Article 30
- 2) Review 2019 EE Data on Faculty Members—Confirm Significant Under-Representation
- 3) Retirement & Termination Data
- 4) Discipline-Specific Availability Pool Data
- 5) Progression Charts for Designated Groups
- 6) New Faculty Hires
- 7) Review Gendered Language of Bylaws
- 8) EE Data for Equity Assessors Assigned to a Committee
- 9) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
- 10) Outstanding Recommendations from Past RCEE Reports
- 11) Equity Assessor Service

The RCEE was delayed in meeting this past year due to the COVID-19 pandemic and the resulting various stages of lockdown and working remotely that began in March, and has continued through the rest of the calendar year. In addition, there was what has been termed a concurrent racial pandemic, sparked by the killing of George Floyd at the hands of police in Minneapolis, Minnesota in May. The subsequent global protests were accompanied by demands to recognize and address anti-Black racism. In response to greater calls for action from the University community, the University of Windsor released four initiatives as preliminary steps. In brief, these were the formation of an Anti-Black Racism Task Force, creating a training and education framework, the creation of a student racial demographic data collection framework, and a review of EDI-related policies, procedures, structures, and practices (visit the University's ABR website for more information at <https://www.uwindsor.ca/antiblackracism/>).

The University later announced the intention to hire 12 Black faculty members over the next three years. This would be modelled on the President's Indigenous Peoples Scholars program, established in 2017, which had been inspired by the old Academic Career Awards program.

Regarding the University's collection of employee self-identification data as part of the employment equity program, the group "visible minorities" was further divided into various racialized groups. In addition, the 2020 campus-wide employee census was similarly organized. The disaggregation of the data enables the University to determine if and where there are gaps in representation and participation of specific racialized groups.

RCEE recommends that the University ensures that the disaggregated data are used in the various searches/appointments.

RCEE supports the institution's further consultation and collaboration between the University and units to better enhance a culture in which discrimination and oppression are not tolerated. It is also important to recognize the added demands placed on Black faculty, who are often called upon to support ABR initiatives and work. RCEE also

encourages the increasing number of units that have developed EDI committees for proactive approaches towards social justice.

RCEE recommends that the University works with stakeholders, such as WUFA/SWDEAC, to explore options or best practices to proactively address racism and other forms of oppression.

RCEE recommends that the University and stakeholders build professional development relationships and engage in capacity building for cultural competency, anti-bias training, et cetera.

RCEE recommends that New Faculty Orientation regularly includes at least one section on anti-racism, anti-oppression, unconscious bias, et cetera.

There continues to be discussions regarding possible pay equity issues. When faculty are hired, they are left on their own to negotiate. This may contribute to inequities that are entrenched in societal/institutional structures.

RCEE recommends that the University follows up on research and action regarding pay equity to ensure any discrepancies are identified and rectified.

RCEE recommends that the University identifies best practices to prevent equity-based anomalies in compensation.

RCEE recommends that incoming faculty members and librarians are made aware of the negotiating range of salary, and that faculties are consistent in offers.

RCEE recognizes that the unprecedented circumstances created by the COVID pandemic, such as wide-spread remote working, may have different impact on different members, including financial and mental health.

RCEE recommends that the University explores the impact of the pandemic on the recruiting and hiring processes.

RCEE recommends the University continues to recognize the unique pressures on junior faculty, and RCEE supports steps they are initiating, such as enabling the requests for consideration for extensions of the tenure or permanence probationary period.

3 PROMISING PRACTICES FEATURE – FACULTY OF HUMAN KINETICS

In this section of the annual report, an academic unit is featured for employment equity recruiting promising practices. This provides an opportunity to recognize the efforts that are being undertaken, for units to serve as a resource for others, and to share ideas that may be adopted or adapted in other areas in the University. The unit that is being featured here is the Faculty of Human Kinetics.

The Faculty of Human Kinetics has benefited from having a longstanding Equity Committee, which has existed from its very early stages as a Faculty. The Equity Committee was created initially to address issues of gender inequity in sport, and has evolved over the decades to facilitate a safe, productive educational environment for all faculty, students and staff, through practices designed to eliminate discriminatory barriers related to gender, sexuality, age, ethnicity, race, status, and ability.

The Faculty of Human Kinetics is unique to this institution as well as many across the country in that it is comprised of two units, the Department of Kinesiology (academic) and Athletics and Recreational Services (non-academic). The two units work collaboratively to offer academic and non-academic learning opportunities that extend from research to instructional sport and recreation programming for the campus and community.

The Equity Committee is comprised of members from both units, as well as undergraduate and graduate student members. The committee reports to the Dean of the Faculty of Human Kinetics and, with the approval of the Dean, several initiatives have successfully occurred.

1) Implementation of the DEAP Tool

The DEAP Tool has both an academic and administrative version and is a method for both units within Human Kinetics to establish and monitor unit-specific goals, outcomes, and timelines. The Equity Committee has incorporated the completion of the DEAP tool assessments as a responsibility of this committee. Under the guidance of the Dean, the Equity Committee reports back to the Faculty on progress being made to achieve the units' goals. Many of the initiatives of the Equity Committee arise from the "Twelve Indicators of Educational Inclusion" assessed by this tool, which allow for a systematic method of developing, implementing, and tracking the commitment to improving equity, diversity, and inclusion in the Faculty. A number of these indicators and the associated initiatives are included below.

2) Support Programs and Services for Learners

The Faculty of Human Kinetics services a diverse array of students and employees. Learners include Kinesiology students, Lancer varsity athletes, University of Windsor campus recreation participants, as well as over 100 student employees.

- Mental Health outreach/support provided to students via Kinesiology student orientations, student employee training sessions, in-person counselling available within the faculty etc.
- Over the past several months, many of the Lancers athletic teams have engaged in discussions with players, coaches, alumni, and guest speakers (e.g., John Wiggins, MLSE Vice-President, Organizational Culture and Inclusion) regarding anti-Black racism. The varsity teams have provided virtual spaces for student-athletes to express their feelings regarding anti-Black racism and how it has impacted their lives. Some Lancers teams have also developed zero-tolerance policies, as well as team orientation and outreach programs (e.g., 'Skate Against Hate') to improve awareness of racism in the community.
- Lancer Recreation coordinators and student staff have participated in several online professional development webinars, focus groups, and virtual discussions with campus and community student leaders about the experiences of Black, Indigenous, and other racialized students on campus. A working group has been established to examine issues of equity, diversity, and accessibility in Lancer Recreation and develop a plan for improvements.

- The Faculty offers annually the Human Kinetics Distinguished Speaker Series and invites a diverse collection of speakers to address faculty, staff, and students on a variety of Kinesiology-related topics. The series aims to feature at least one speaker from a racialized group each academic year.
- Two senior Black Kinesiology students were hired through the Ignite program to help connect with and attract Black, Indigenous, and other racialized high school students in hopes of attracting them to the program(s).

3) Curriculum Development, Assessment and Evaluation

The Kinesiology department has been actively reviewing and modifying course content to include more Indigenous and Black content.

4) Faculty/Staff Professional Development/Education and Training

- Winter of 2019, during Black History Month, the Equity Committee partnered with the UWSA Afrofest committee to host the screening of *Soul on Ice: Past, Present, and Future*, detailing the history of Black athletes in ice hockey in North America
- There was a commemoration of the achievements of the Chatham Coloured All-Stars on a plaque that hangs at the door to the largest lecture hall in the Human Kinetics Building.
- November 3, 2019, as part of the Windsor International Film Festival (WIFF), the Faculty of Human Kinetics and the University of Windsor Alumni Association co-sponsored a viewing of the movie *Willie*, including a Q&A session with the producer Bryant McBride, at the Capital Theatre. *Willie* documents the story of Willie O'Ree who broke hockey's colour barrier in 1958 and inspired new generations of Black athletes.
- In 'Revive and Thrive 2020' week (January 27-31), the Faculty provided a session on Indigenous concepts of well-being facilitated by Audrey Logan, an Indigenous Navigator for the Windsor Regional Hospital. Discussions included issues related to equity in the health care system, equal access, ceremony, and Indigenous Medicine practices that occur at the hospital.
- During 'Revive and Thrive 2020' week, the Faculty also hosted a film about Indigenous sport, titled *The Grizzlies*.
- In January of 2020, two members from the Faculty of Law facilitated a 'blanket exercise' as a faculty/staff workshop for understanding and awareness of Canadian Indigenous History.
- Many HK faculty, staff, coaches, students, and student-athletes completed the '[Lessons Injustice](#)' online professional development course accredited by the Law Society of Ontario, Chartered Professional Accountants (CPA), and Chartered Financial Analysts (CFA).

5) Accessibility

The Faculty of Human Kinetics has been very attentive to meeting the requirements of the Accessibility for Ontarians with Disabilities Act (AODA) most relevant to academic classrooms and laboratories and non-academic recreation and athletic facilities, specifically: (1) Customer Service; (2) Information and Communication; (3) Built Environment; and (4) Employment.

- Lancer Recreation has developed a 'Rec Buddies' program to provide assistance to students with a disability at the St. Denis Centre.
- Kinesiology has 2 campus and community based research partnerships: "APEX" a program designed to assist individuals with Autism through guided exercise programs, and "UWorkitOut UWin" a program in collaboration with student counselling services to assist students experiencing stress and anxiety through personal exercise programming.
- The Forge Fitness Facility is better designed and equipped for accessibility.
- All instructional programs allow for accommodation in instruction for inclusivity in all programs, summer camps, and facility spaces.

6) Committee Representation

- Committees have traditionally ensured representation from Kinesiology, Athletics and Recreation Services, faculty, staff, and students, as well as gender and race where possible.
- In June of 2020, the Faculty established an Anti-Racism Subcommittee of the long-standing Equity Committee. To the theme of VOICES it has been tasked with improving the following:
 - **Visibility**, such as diversifying the career and alumni speaker series, and highlighting the successes of Black, Indigenous, and racialized students and staff (both present and past) who act as ambassadors of the University and Faculty;
 - **Outreach and Inclusion**, such as applying for and committing Faculty funds to establishing Student Diversity and Inclusion Specialists with the aim of increasing the diversity of the student body, and implementing a permanent Diversity, Equity, and Inclusion Coordinator within the Human Kinetics (undergraduate student) Society;
 - Relationships with the **Community**, such as securing speakers from the Black community for a virtual fall forum to hear experiences of Black students and/or staff;
 - **Equity**, such as establishing a room for a safe space and facilitator to hear concerns and experiences of Black, Indigenous, and racialized students and staff; exploring ways to remove barriers and deterrents to participation in programs and on teams;
 - **Substance** and sustainability of the efforts so that the challenging and necessary changes become permanently embedded in everything that they do.

In September 2020, Athletics and Recreation Services (ARS) re-developed the Lancer Student-Athlete Committee (LSAC), that was originally established in 2012, as a standing committee within the athletic department. Through action and education, LSAC will help strengthen the Lancer Family in the areas of anti-racism, equity, diversity, and inclusion.

7) Consultation of Aboriginal Communities

The Faculty of Human Kinetics was successful in receiving the 'Nanadagikenim Seek to Know Grant.' In this faculty project, members of Human Kinetics will take a variety of steps to further Indigenize aspects of the academic curriculum and programs. This multi-pronged approach will include: Indigenizing the Kinesiology undergraduate curriculum, increasing awareness of Indigenous history and cultural practices in Canada, offering the Aboriginal Coaching Module (ACM) workshop for University of Windsor varsity coaches, Lancer Recreation employees, and/or interested community and University participants, and exploring opportunities to partner with local boards of education in Windsor-Essex to embed Indigenous knowledge into the elementary and high school curricula on Indigenous physical activity practices.

More information on the Equity Committee: <https://www.uwindsor.ca/humankinetics/299/equity-committee>.

4 DATA

RCEE has been focusing on data relating to the faculty and librarian representation of designated groups over the years. Although the committee examines the available progression data for other faculty-related groups (i.e., LTA, AAS, Sessional Lecturers, and Sessional Instructors), the focus of this report is on tenured/tenure-track professors and librarians. Data for the other faculty related groups are contained in the University's Annual Employment Equity reports.

The tables and charts in this section were created for RCEE by the EE Manager. RCEE has reviewed unit-specific data, and individual AAUs are provided with such data, however, the AAU data are not released to the wider University community. This is necessary due to the small numbers, which would present confidentiality and privacy concerns. The LGBTQIA+ data for individual faculties are similarly not released. In addition, because the designated group sexual/gender minorities is not one of the federally designated groups, the government does not generate the external workforce data required to determine the availability pool/comparators.

In the last Canada Census, what was included under disabilities was made clearer. For example, three questions were added: one asking if there is any "difficulty learning, remembering or concentrating"; another if there are any "emotional, psychological or mental health conditions (e.g. anxiety, depression, bipolar disorder, substance abuse, anorexia, etc.)"; and a third asking if there was an "other health problem or long-term condition that has lasted or is expected to last for six months or more." As a result of this (and the added availability of online reporting) the number of people identifying as having a disability rose significantly. This in turn impacted the percentages within the external availability pool, resulting in a higher target and an increase in underrepresentation. This explains the dramatic increase in the external availability pool from 3.8% in 2017 to 8.9% in 2018 in this designated group, as noted under "External Representation" in the applicable charts.

New to this year's report is the addition of the three graphs related to Women, Internal Representation compared to CAUT Full-Time Teachers, specific to rank. The external data are obtained from the CAUT Underpaid and Overworked Report¹. Currently there is no external data availability by academic rank for the other designated groups. The new graphs have been added on pages 23-25.

OVERVIEW

The following charts provide information on the University of Windsor's internal representation within the academic ranks of: Assistant Professors, Associate Professors, Full Professors, and Librarians. (NB: Assistant and Associate Deans and Deans are not included in these data.)

The data include information from the UWindsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2019.

The external data information for Women, Aboriginal Peoples, and Visible Minorities are from Statistic Canada's 2006 and 2017 National Censuses and the 2011 National Household Survey. The external information for Persons with Disabilities is from the 2006 Participation and Activity Limitation Survey (PALS) and from Statistics Canada's Canadian Survey on Disability (CSD) (2012 and 2017).

The University recognizes sexual/gender minorities as a fifth designated group. However, there are no available external data for comparison purposes.

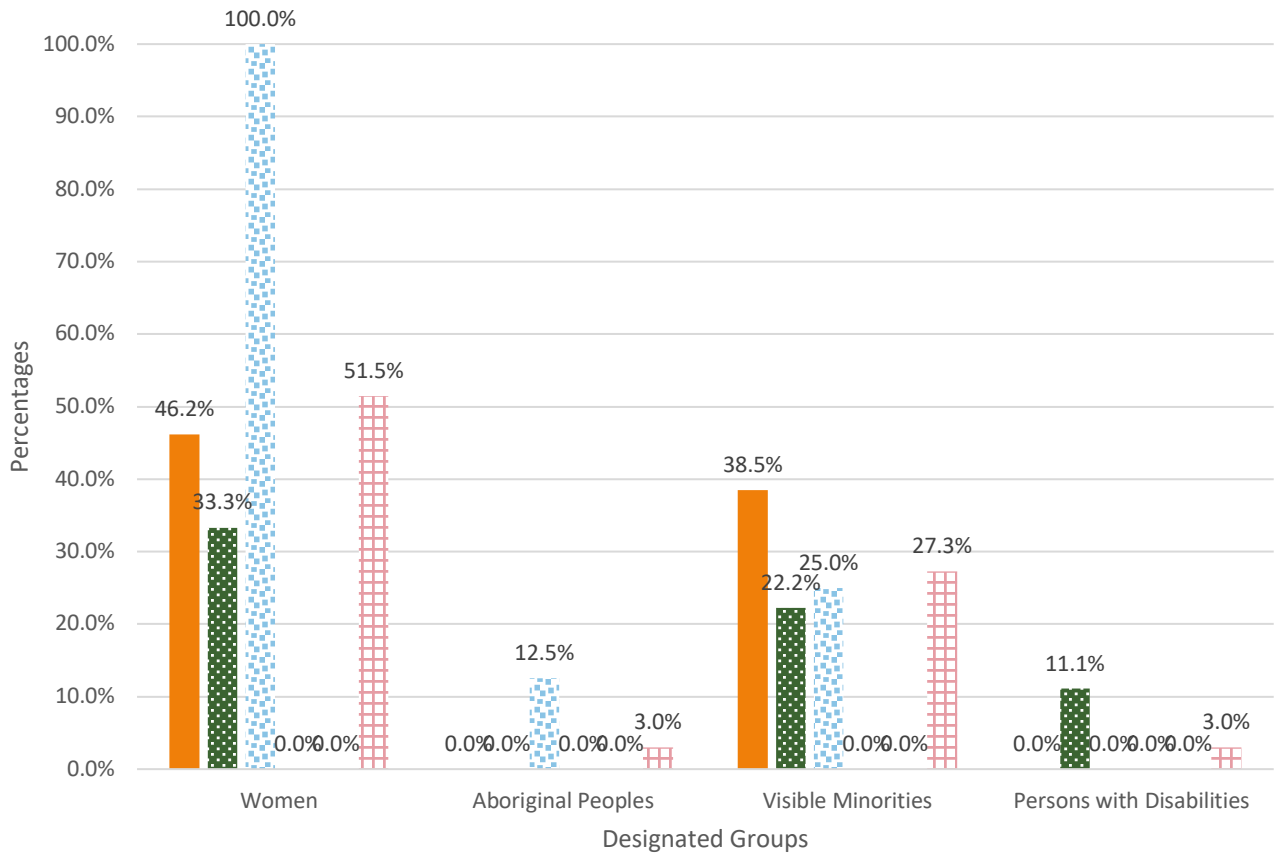
¹ https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf
RCEE Report, September 2020

NEW HIRES - Faculty - (February 01, 2020 to September 01, 2020)

(Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Associate Professors, Full Professors, Lecturers, Learning Specialist AAS, Ancillary Academic Staff (coaches) and Librarian)
(new hires from Feb 01 2020 to Sept 01 2020)

Rank	Total	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
Tenured and Tenure-Track Assistant Professors, Associate Professors, Full Professors and Lecturer	13	46.2%	0.0%	38.5%	0.0%
Limited-Term Appointments Assistant Professors and Lecturers	9	33.3%	0.0%	22.2%	11.1%
Learning Specialist AAS	8	100.0%	12.5%	25.0%	0.0%
Ancillary Academic Staff (coaches)	2	0.0%	0.0%	0.0%	0.0%
Librarian	1	0.0%	0.0%	0.0%	0.0%
All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Associate Professors, Full Professors, Lecturers, Learning Specialist AAS, Ancillary Academic Staff (coaches) and Librarian	33	51.5%	3.0%	27.3%	3.0%

New Hires
Employment Equity Data Profile
(Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors,
Associate Professors, Full Professors, Lecturers, Learning Specialist AAS,
Ancillary Academic Staff (coaches) and Librarian)
(new hires from Feb)



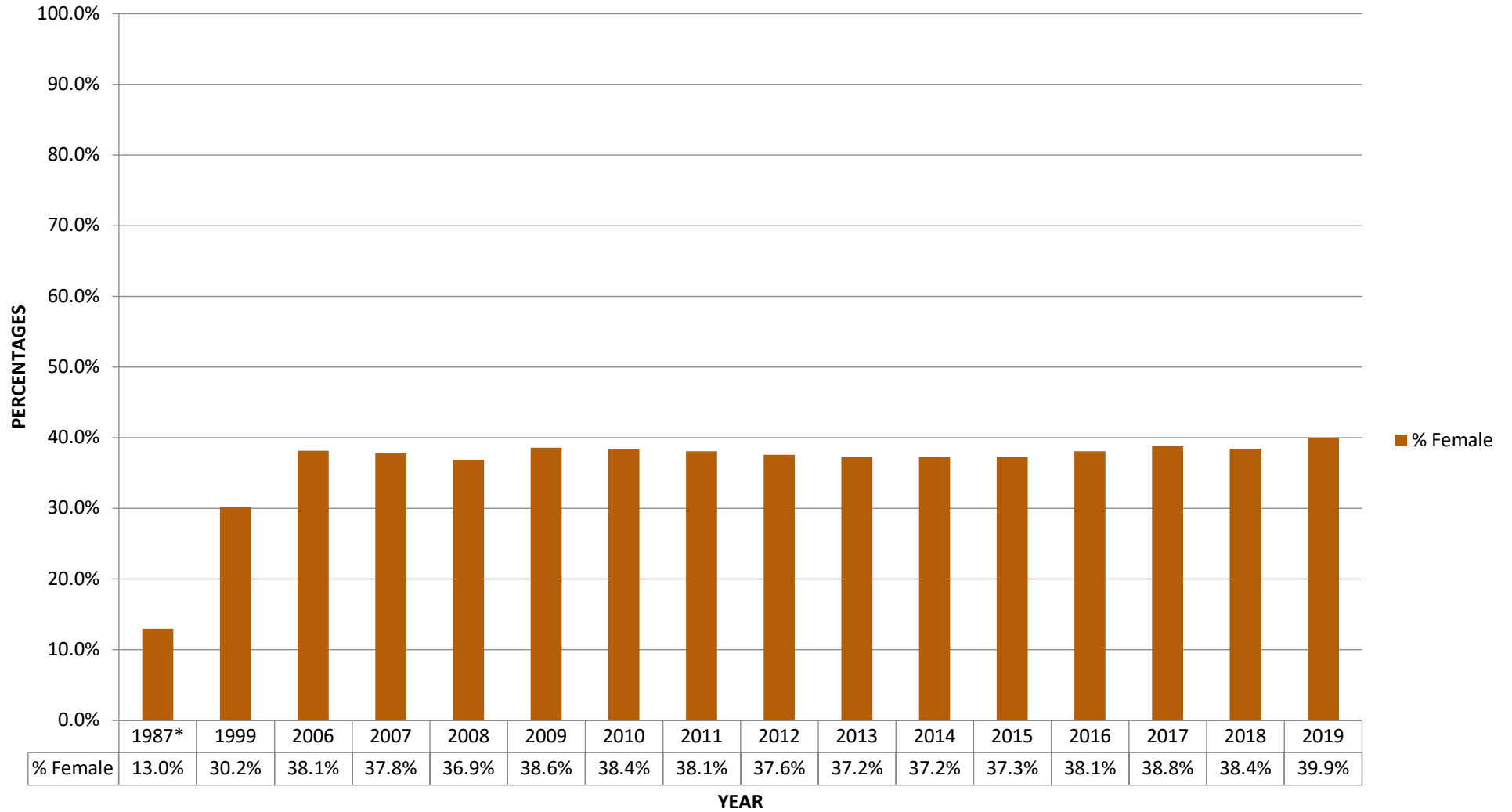
- Tenured and Tenure-Track Assistant Professors, Associate Professors, Full Professors and Lecturer
- Limited-Term Appointments Assistant Professors and Lecturers
- Learning Specialist AAS
- Ancillary Academic Staff (coaches)
- Librarian
- + All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Associate Professors, Full Professors, Lecturers, Learning Specialist AAS, Ancillary Academic Staff (coaches) and Librarian

Professors and Librarians																
	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total	484	431	514	508	515	503	498	486	481	470	454	483	462	464	484	506
Male	421	301	318	316	325	309	307	301	300	295	285	303	286	284	298	304
Female	63	130	196	192	190	194	191	185	181	175	169	180	176	180	186	202
% Female	13.0%	30.2%	38.1%	37.8%	36.9%	38.6%	38.4%	38.1%	37.6%	37.2%	37.2%	37.3%	38.1%	38.8%	38.4%	39.9%

* 1987 data does not include librarians

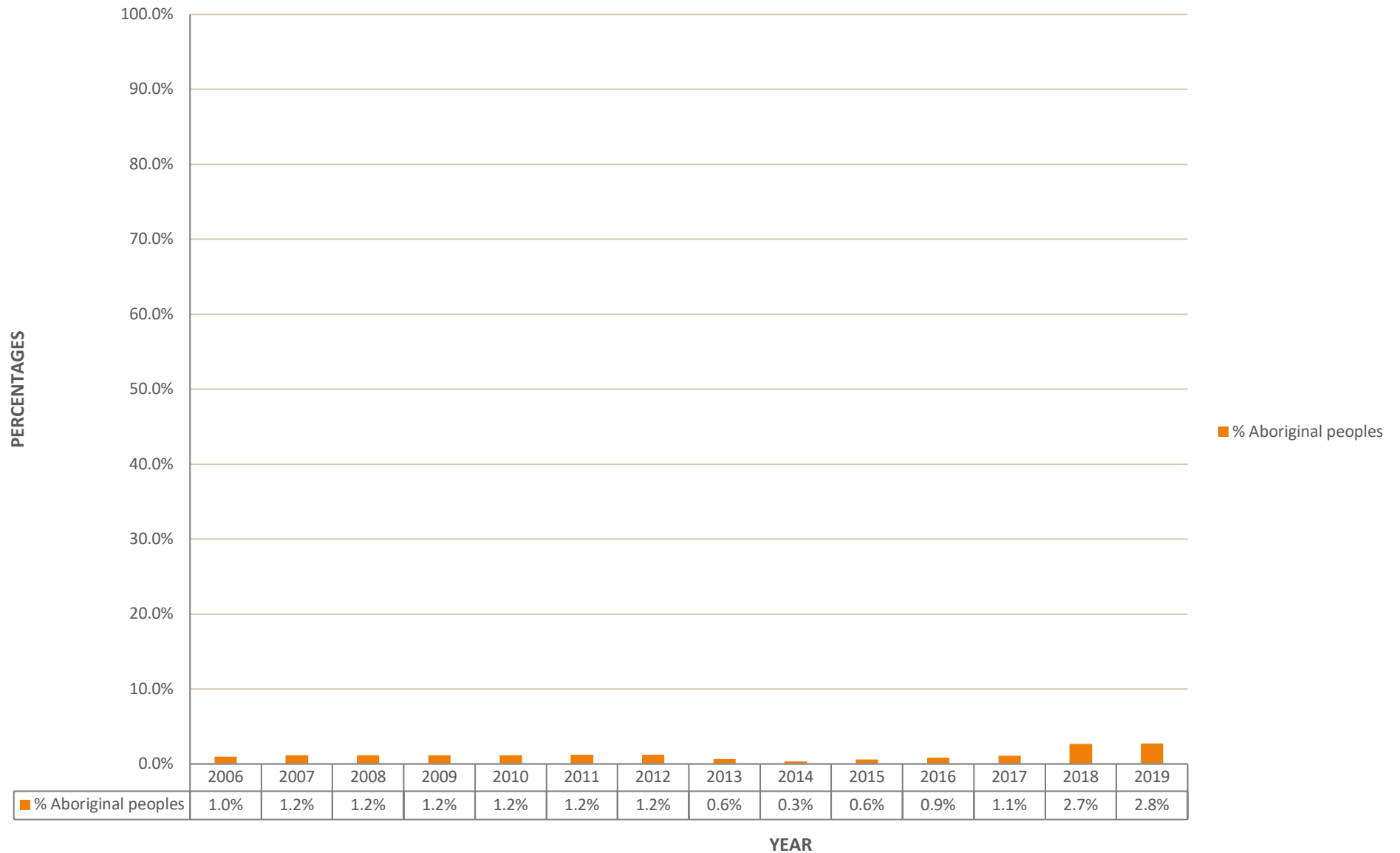
Professors (no Librarians)																
	1987	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	2019
Total	484	409	490	482	490	478	477	465	460	449	433	461	440	444	462	482
Male	421	292	309	307	318	302	302	296	294	289	279	296	282	280	293	299
Female	63	117	181	175	172	176	175	169	166	160	154	165	158	164	169	183
% Female	13.0%	28.6%	36.9%	36.3%	35.1%	36.8%	36.7%	36.3%	36.1%	35.6%	35.6%	35.8%	35.9%	36.9%	36.6%	38.0%

Professors & Librarians (internal representation) - Women 1987, 1999, 2006-2019

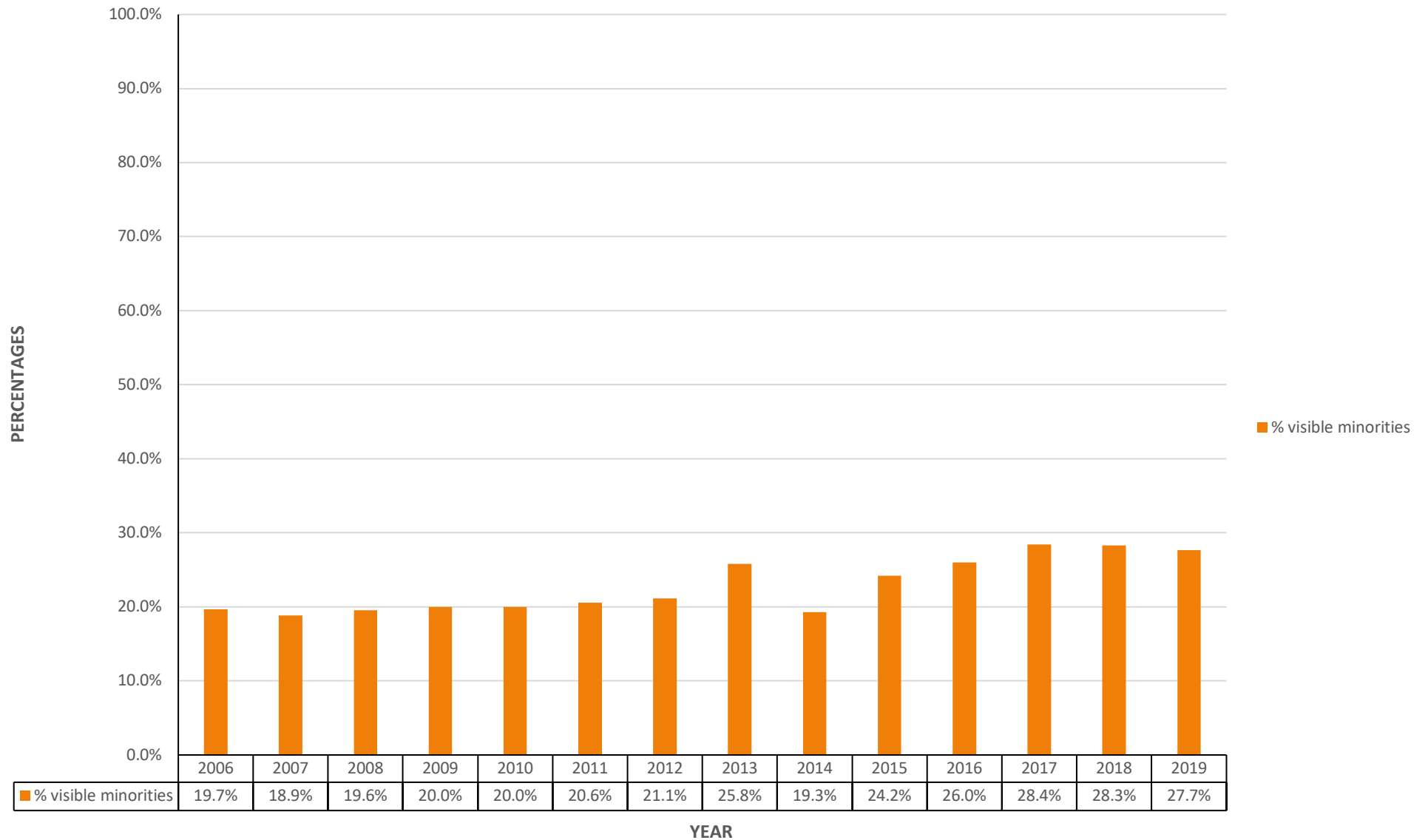


(*1987 does not include Librarians)

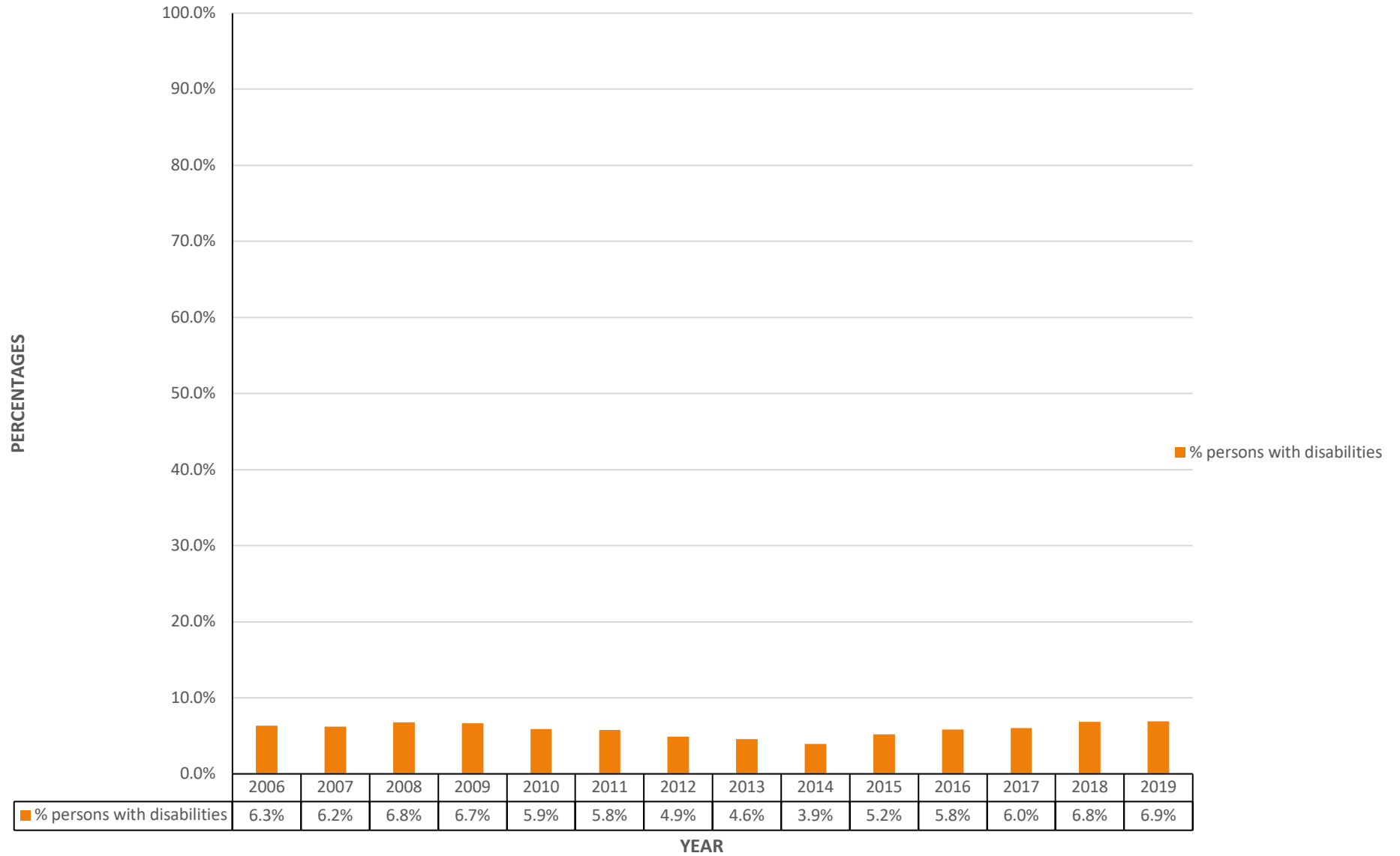
Professors & Librarians (internal representation) - Aboriginal Peoples 2006-2019



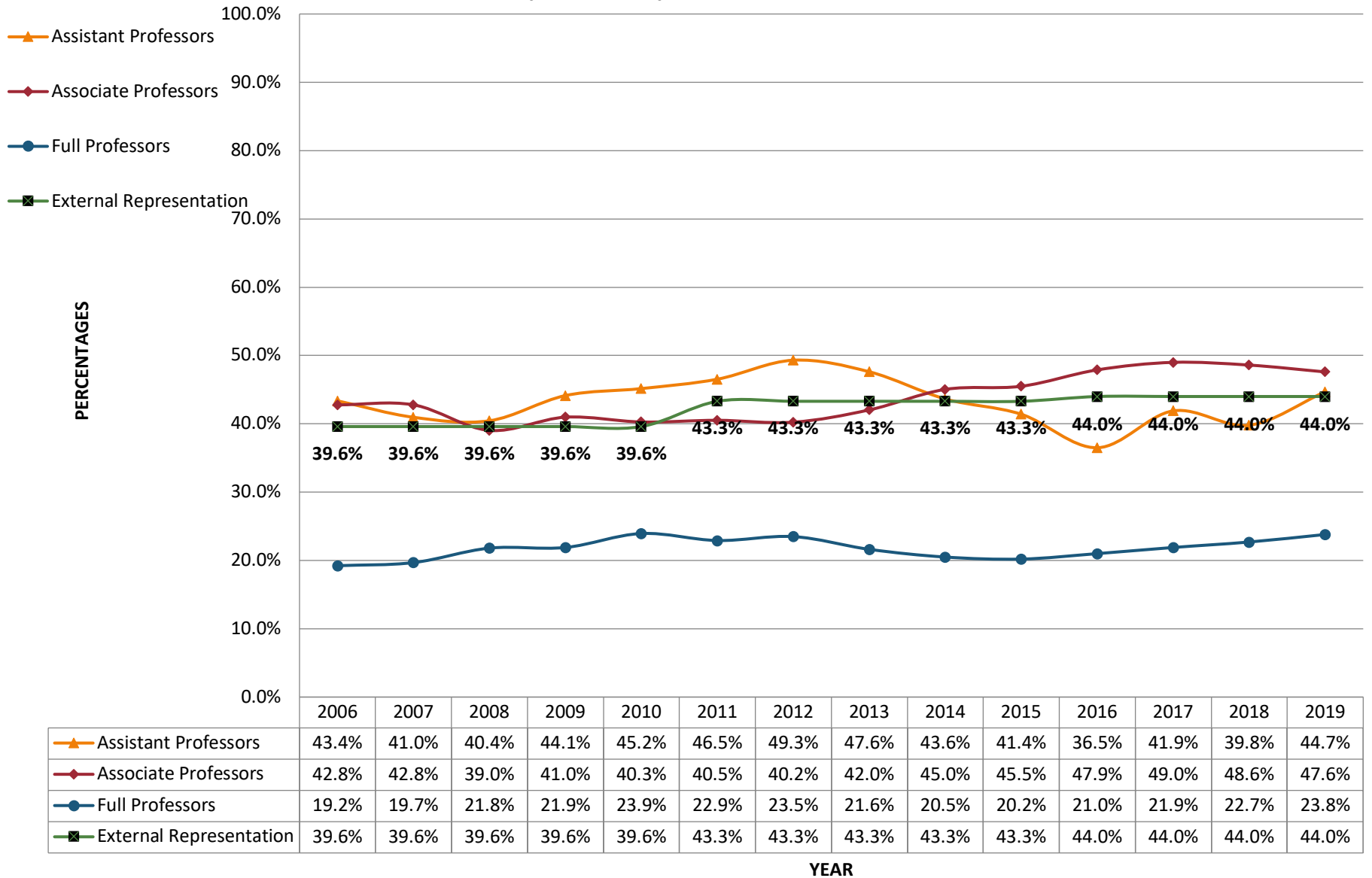
Professors & Librarians (internal representation) - Visible Minorities 2006-2019



Professors & Librarians (internal representation) - Persons with Disabilities 2006-2019

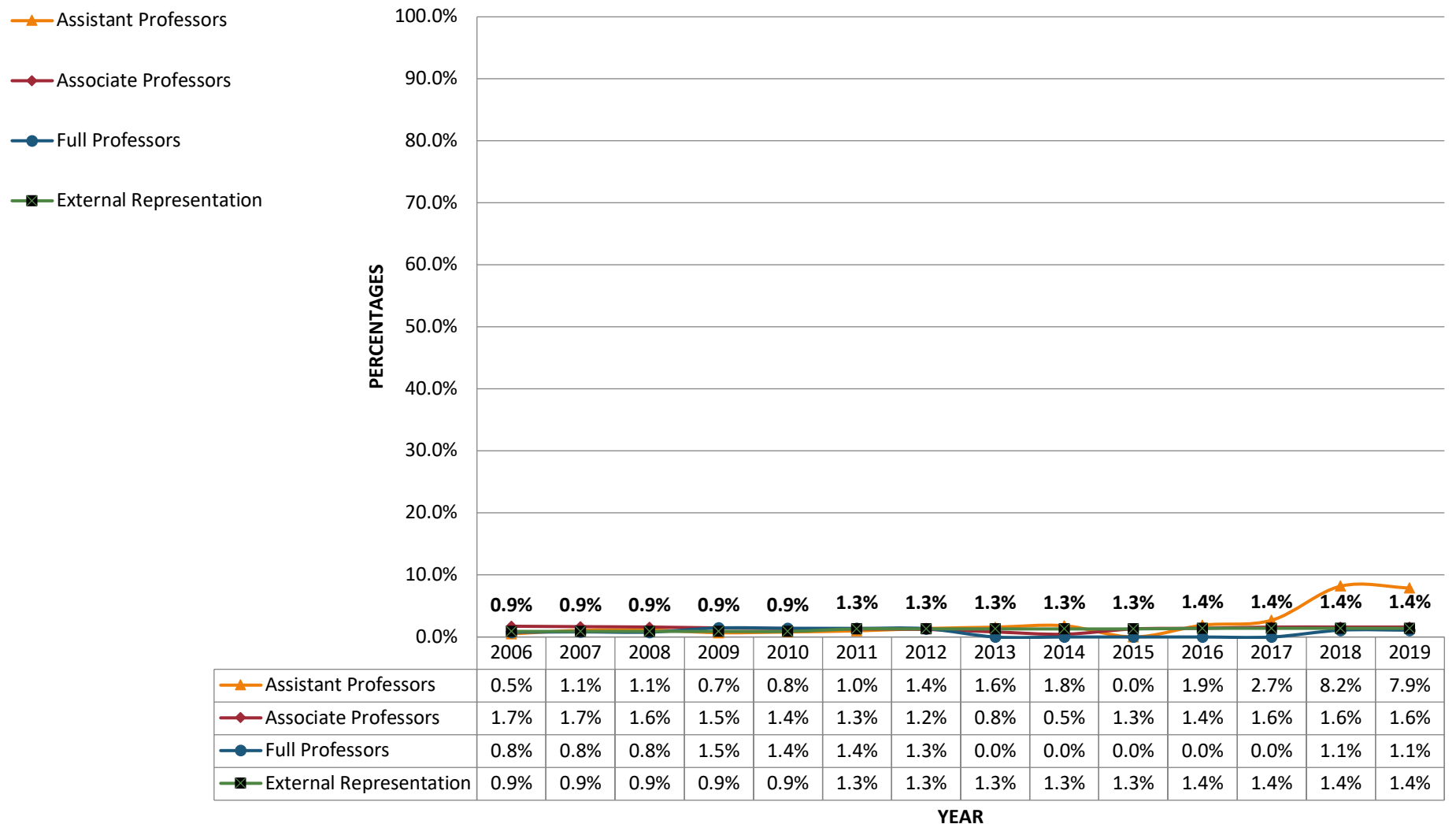


Professors (Tenured or Tenure-Track) by rank - Women (2006-2019)



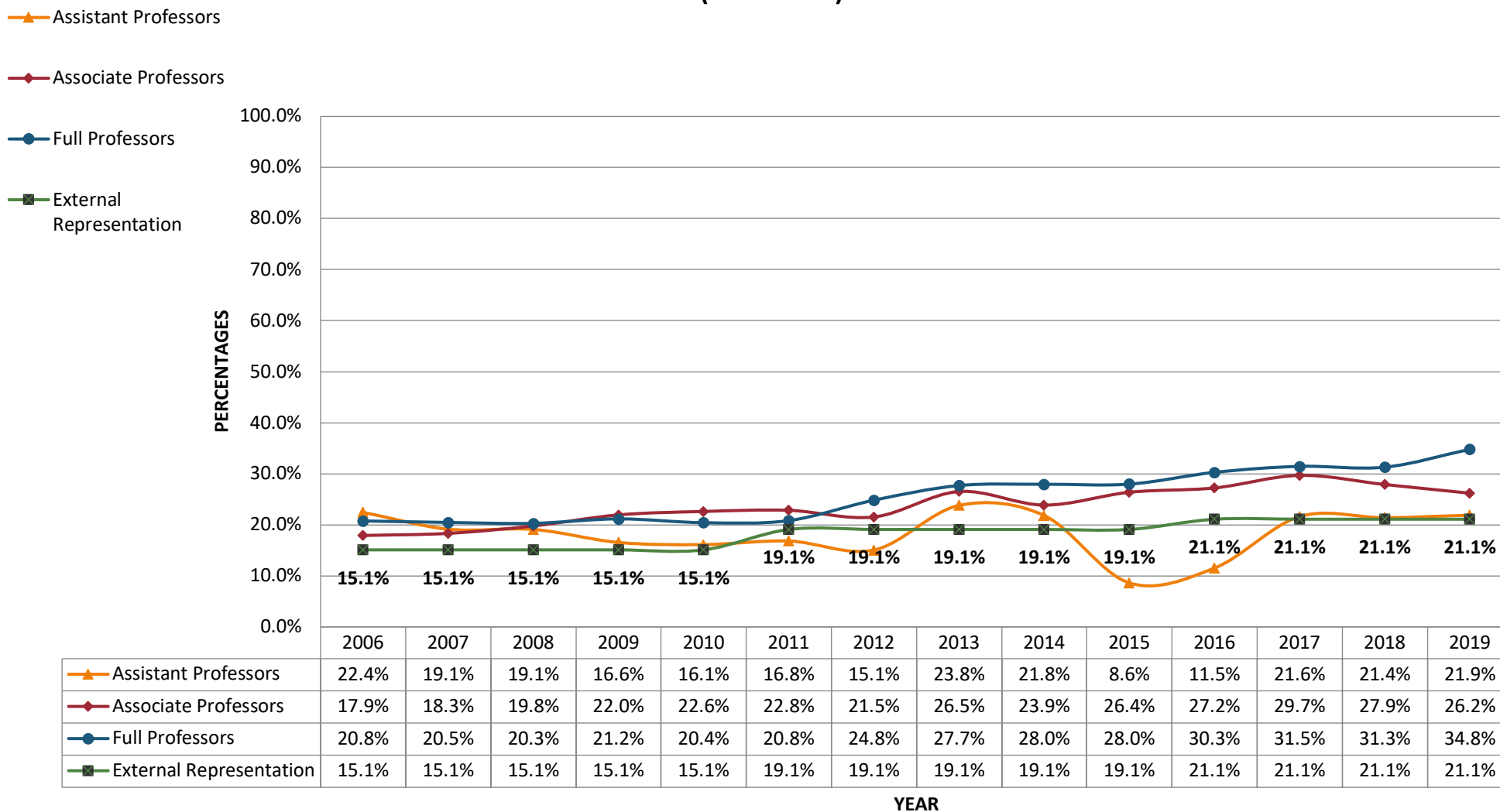
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2015 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2016-2019 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Aboriginal Peoples (2006-2019)



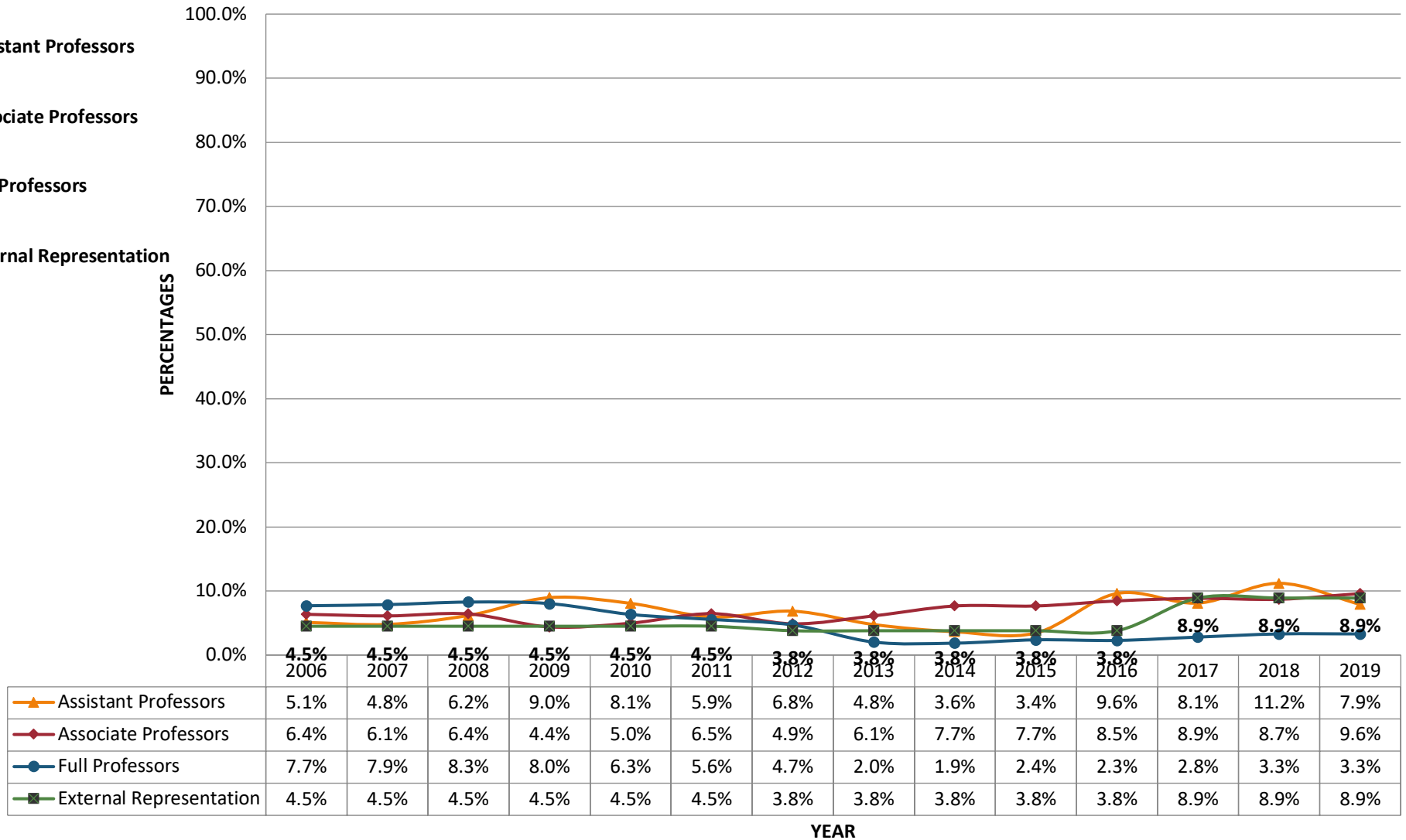
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Professors (Tenured or Tenure-Track) by Rank - Visible Minorities (2006-2019)



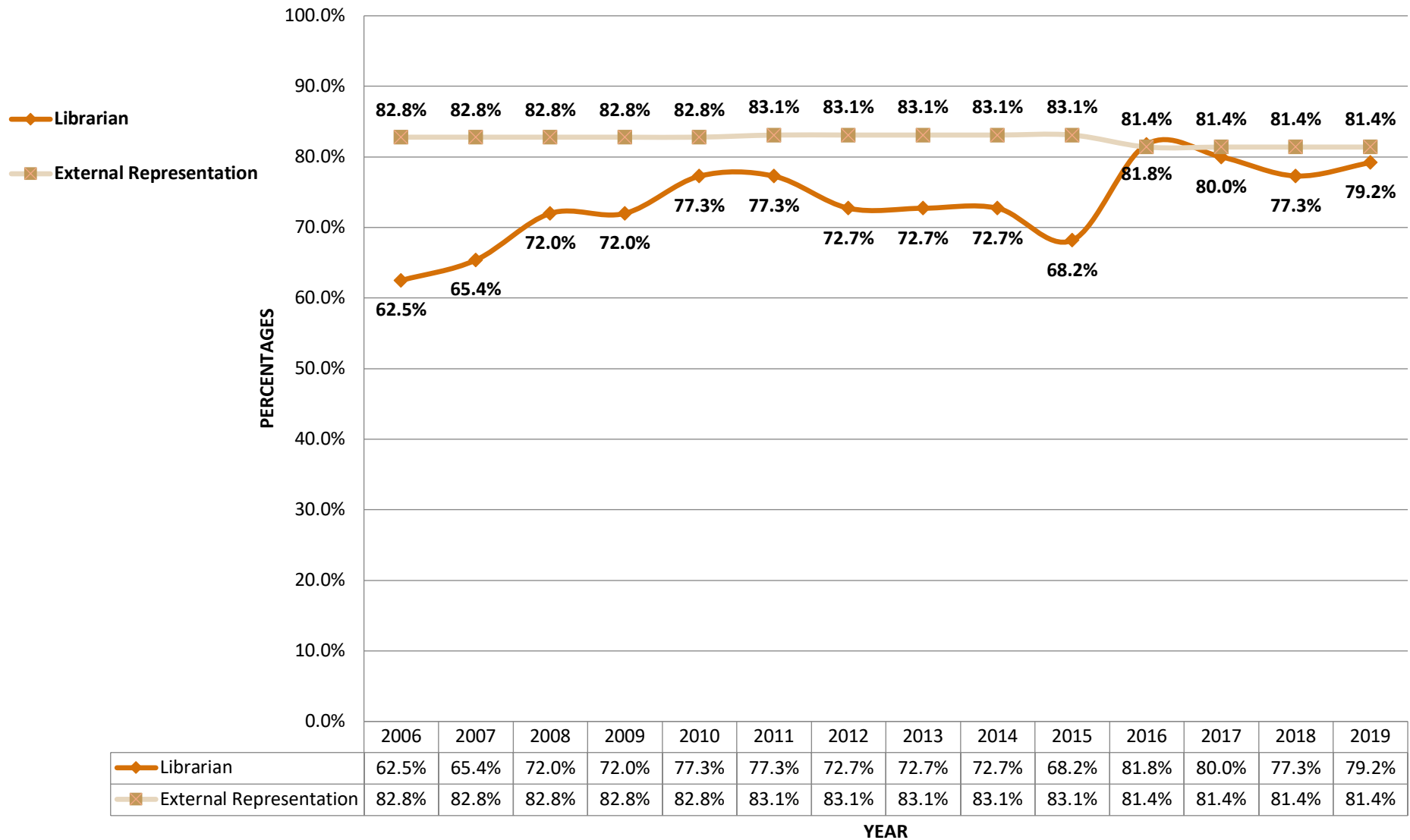
*2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
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Professors (Tenured and Tenure-Track) by Rank - Persons with Disabilities (2006-2019)



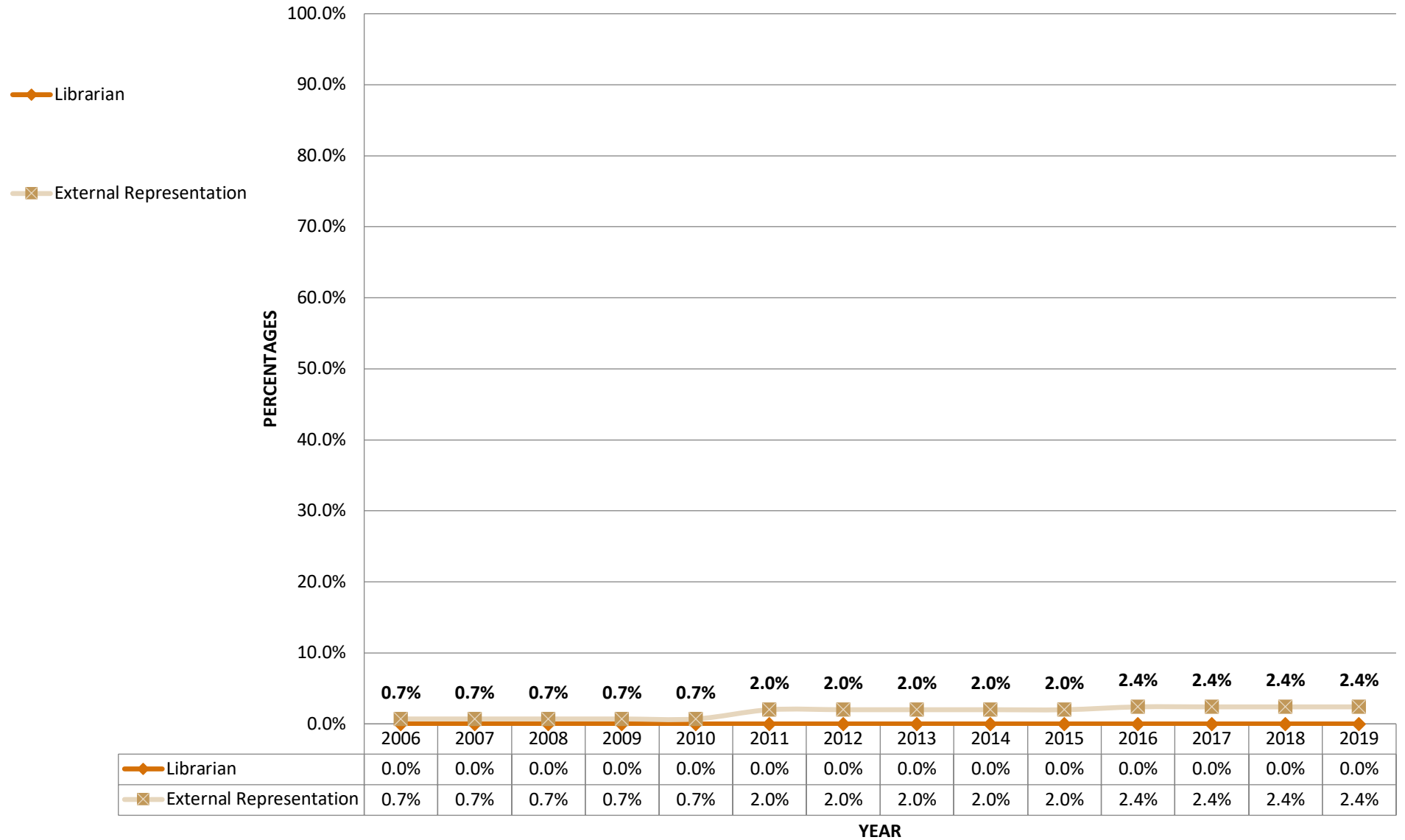
*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.
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Librarians - Women (2006-2019)



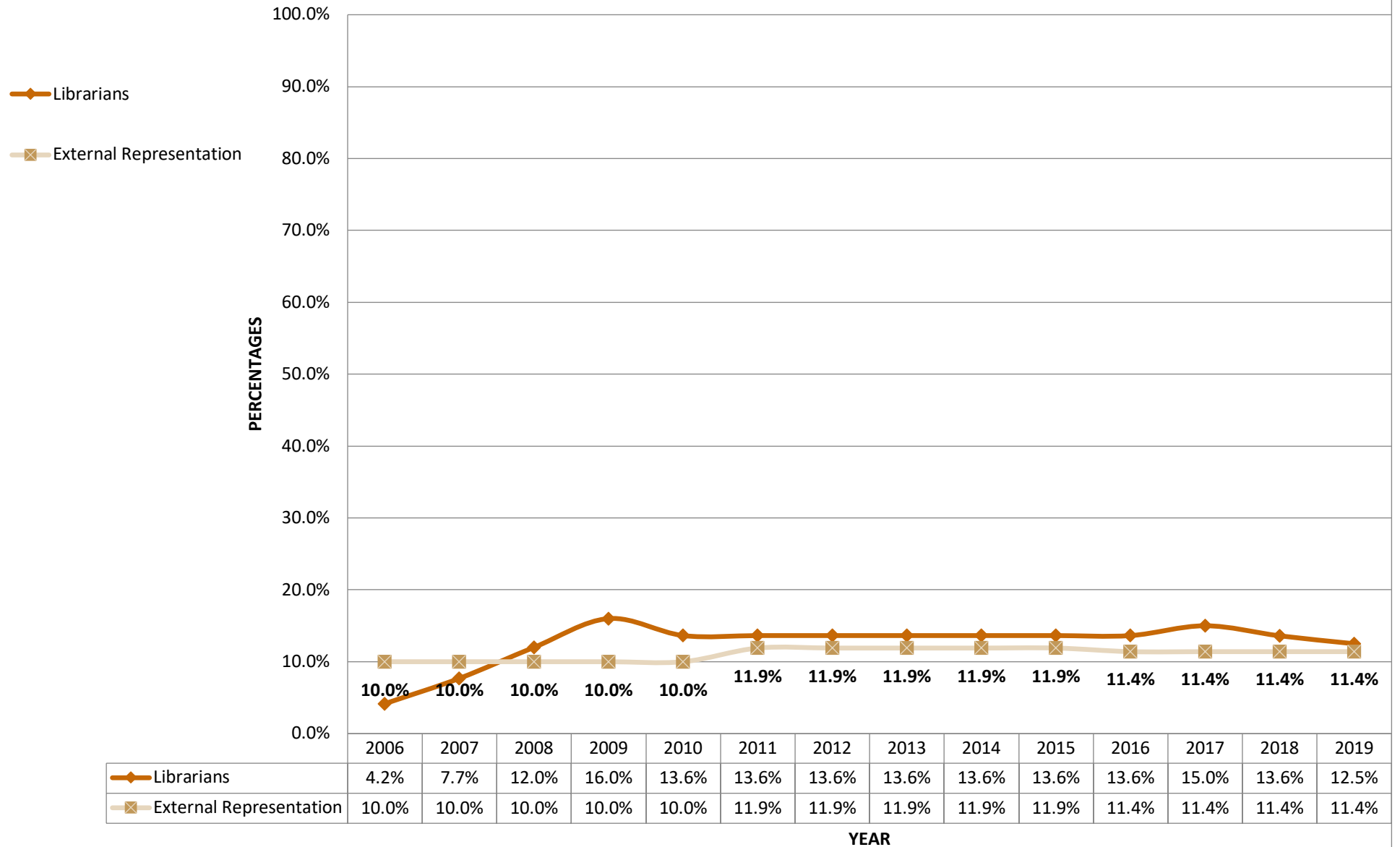
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Librarians - Aboriginal Peoples (2006-2019)



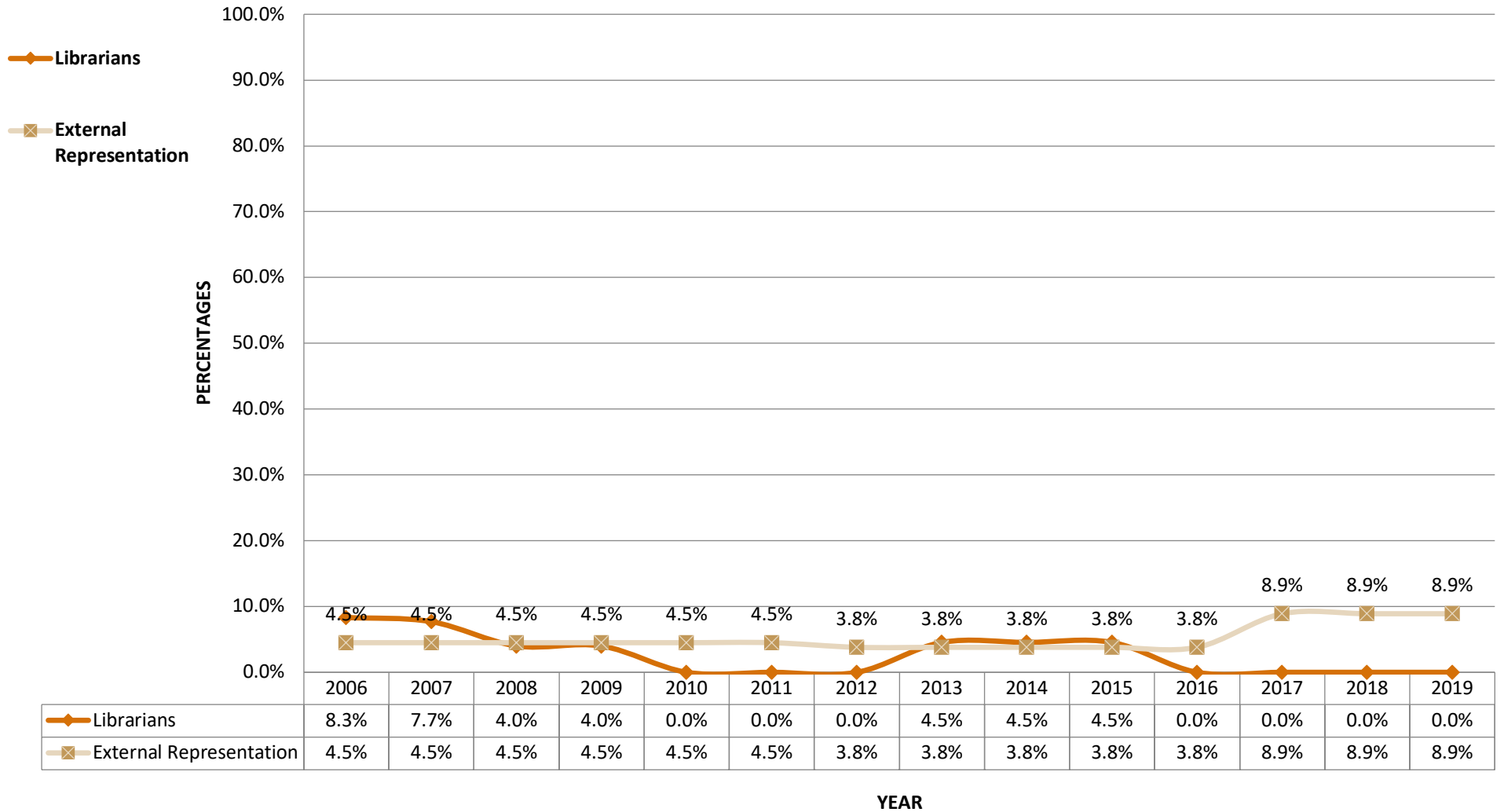
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Librarians - Visible Minorities (2006-2019)



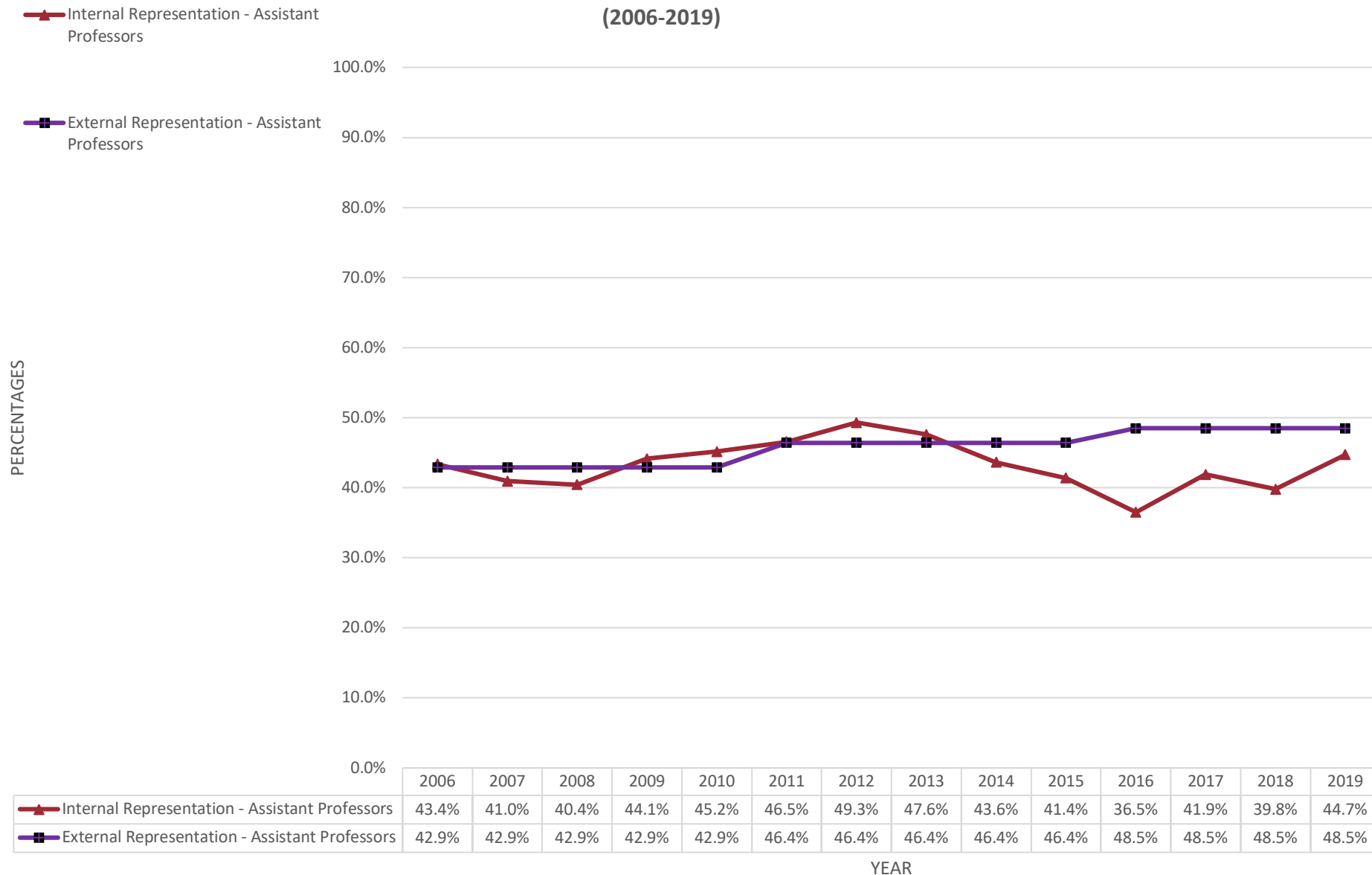
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Librarians - Persons with Disabilities 2006-2019



*2006-2011 external representation is based on the 2006 Participation and Limitation Survey (PALS) data.
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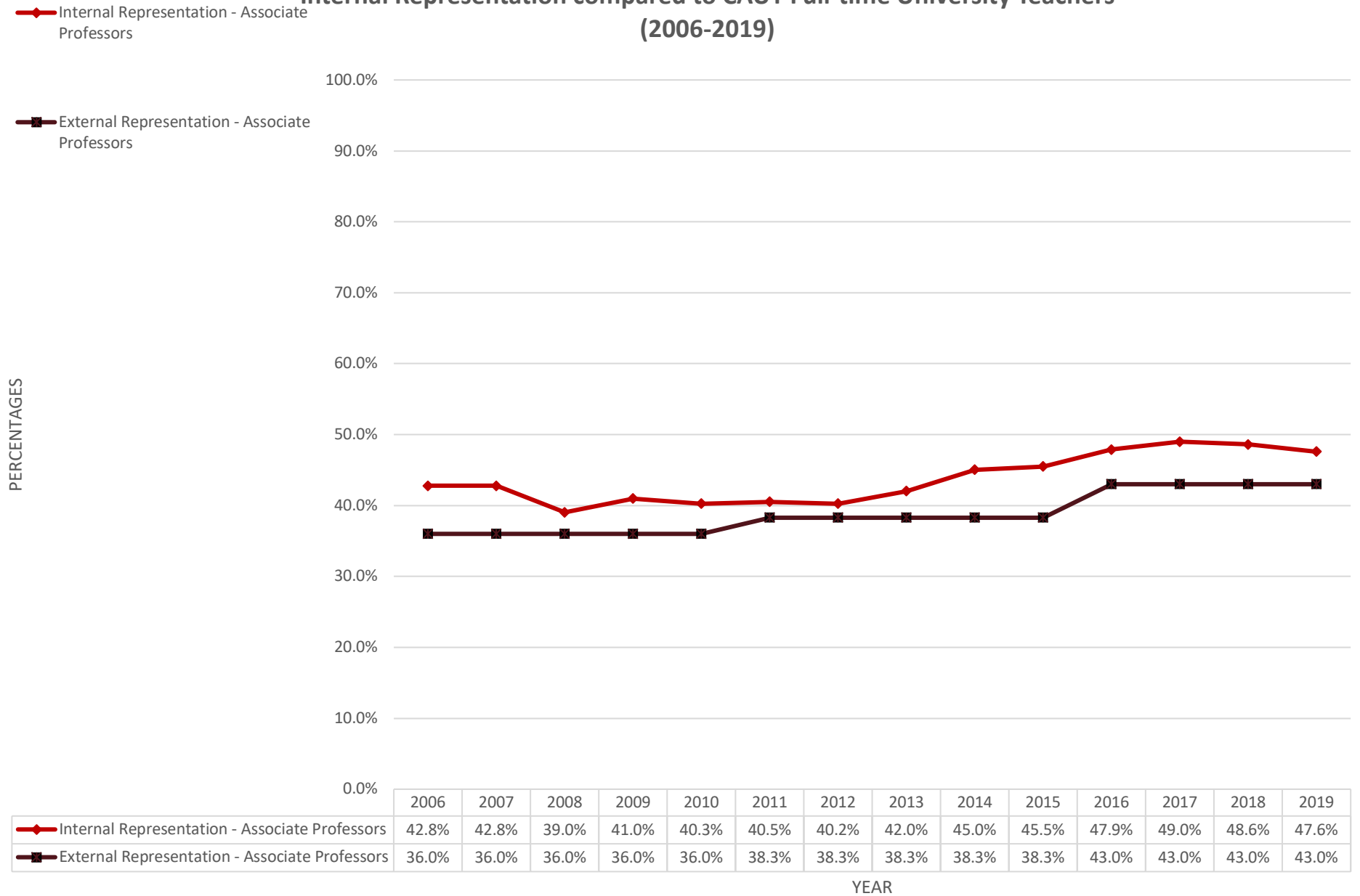
Assistant Professors (Tenured or Tenure-Track) - Women Internal Representation compared to CAUT Full-time University Teachers (2006-2019)



The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report (https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf)

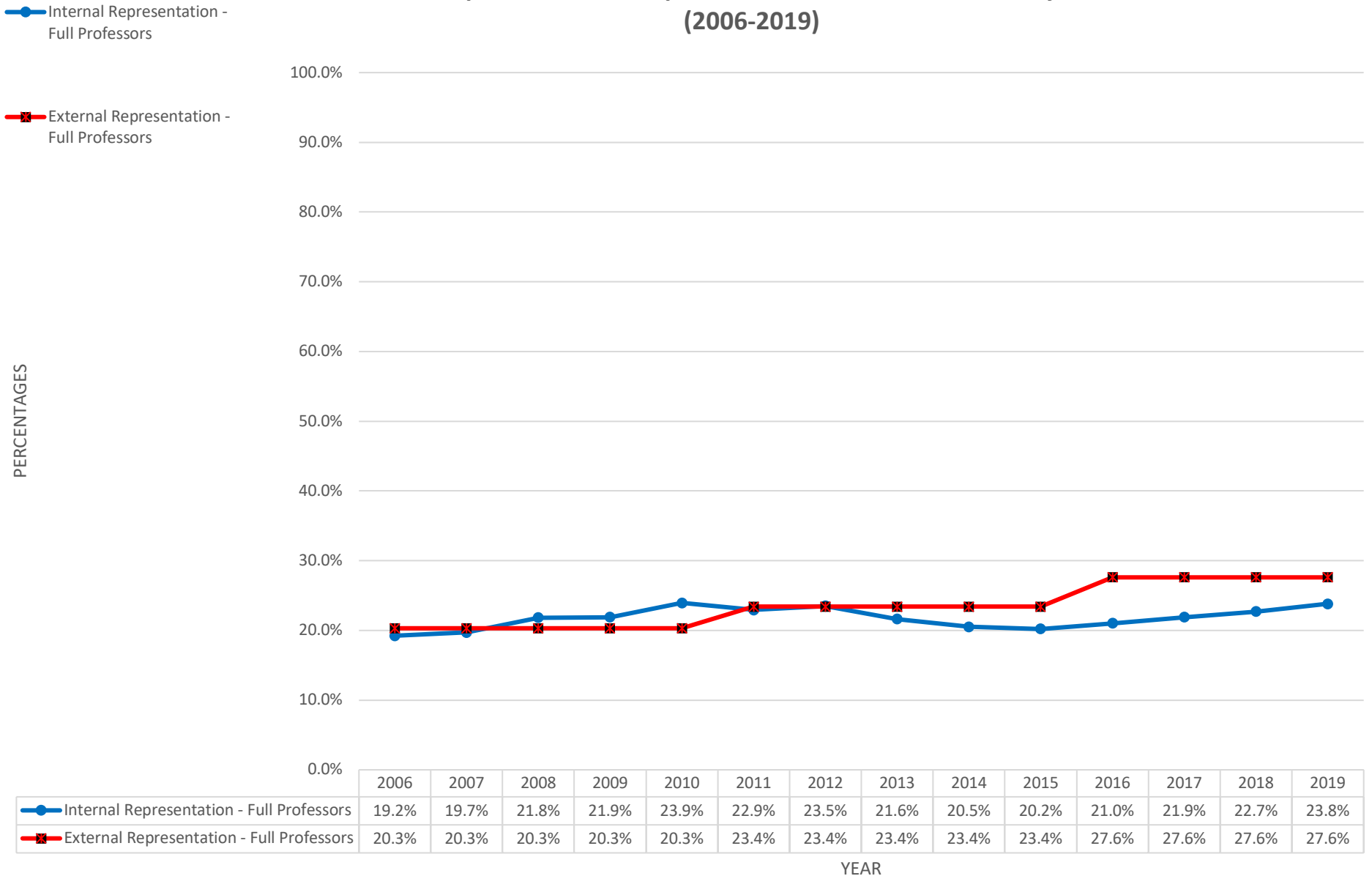
Associate Professors (Tenured or Tenure-Track) - Women

Internal Representation compared to CAUT Full-time University Teachers (2006-2019)



The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report (https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf)

Full Professors (Tenured or Tenure-Track) - Women Internal Representation compared to CAUT Full-time University Teachers (2006-2019)



The external representation data on full-time University teachers by rank and gender are obtained from the CAUT Underpaid and Overworked Report (https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf)

5 UPDATE ON OUTSTANDING RECOMMENDATIONS FROM THE 2015, 2016, 2017, 2018 & 2019 REPORTS

This section of the RCEE Report provides an update on the outstanding *next steps* and recommendations that were in the previous RCEE Reports. The *next steps* and recommendations were organized within 3 categories: Data, Enhancing Equity, and Enhancing the Equity Infrastructure.

Item	2019 Report <i>Next Steps</i> and Recommendations	Status
1.	RCEE recommends that the University expands the data in the report on the Search Committee for the President and Vice-Chancellor to include the other 3 federally designated groups, namely Aboriginal peoples, persons with disabilities, and visible minorities.	Completed
2.	RCEE recommends that the data [as per item #1] are retained in the University Secretariat and OHREA offices in order to assess progress.	Completed
3.	RCEE recommends that the University similarly tracks and reports this data [as per item #1] for other senior administration positions (e.g., VPs, AVPs, etc.) to effectively assess the progress at all levels.	Completed—for all positions governed by bylaw.
Item	2018 Report <i>Next Steps</i> and Recommendations	Status
4.	RCEE recommends that the University explores the application of another program similar to PIPS or the Academic Career Award to address other areas of serious under-representation of certain designated groups in specific units, particularly women in units such as in the STEM fields.	For Consideration
5.	RCEE recommends under Next Steps that OHREA provide the Deans and Heads a list of individual Equity Assessor activities at the end of each academic year.	Pending
6.	RCEE recommends that the University explores the addition of academic service awards. Included would be recognition of service of Equity Assessors.	For Consideration
7.	RCEE recommends that as part of its commitment to equity, the University examines the composition of its committees in order to identify patterns of inequity. For example, which faculty members are serving and where, including on high profile committees or on committees with low impact for advancement, et cetera.	For Consideration
Item	2017 Report <i>Next Steps</i> and Recommendations	Status
8.	RCEE recommends that the University declares the valuing of equity/diversity more prominently and clearly in job advertisements such as in the example on the website for the SPF 50 positions. <u>Note:</u> This refers to the candidate’s knowledge and commitment to equity, and is not regarding self-identification in a designated group.	Varying Degrees of Implementation
9.	RCEE recommends that the University ensures equity is weighted on all hiring grids.	Varying Degrees of Implementation
Item	2016 Report <i>Next Steps</i> and Recommendations	Status
10.	RCEE recommends that Deans and Heads work collaboratively and proactively with Equity Assessors from their units to ensure the EAs are meeting their commitments to actively serve on a committee. An example of a proactive approach might be for EAs to report annually their EA service as part of workload considerations. <u>Note:</u> This item is complementary with item #2 above.	In Progress

Item	Follow-up Items from the 2015 RCEE Report:	Status
11.	3b. Recommendation: Inclusion of a sentence in all job ads stating the expectation of candidates to have a level of proficiency and/or commitment to equity in their practice. Such proficiency and/or commitment would be considered and weighted in all grids. <u>Note:</u> A basic sentence is in ads of the University's commitment. A few units have begun using more prominent and clearly defined language.	Varying Degrees of Implementation

6 SUMMARY OF CURRENT *NEXT STEPS* AND RECOMMENDATIONS

This section of the RCEE Report includes *next steps* and recommendations towards enhancing equity on campus. The *next steps* and recommendations are organized within 4 categories: Data, Enhancing Equity, Enhancing the Equity Infrastructure, and Equity Items Outside RCEE Mandate.

Data

- 1) **RCEE recommends** that the University ensures that the disaggregated data are used in the various searches/appointments.

Enhancing Equity

- 2) **RCEE recommends** that New Faculty Orientation regularly includes at least one section on anti-racism, anti-oppression, unconscious bias, et cetera.
- 3) **RCEE recommends** that the University explores the impact of the pandemic on the recruiting and hiring processes.
- 4) **RCEE recommends** the University continues to recognize the unique pressures on junior faculty, and RCEE supports steps they are initiating, such as enabling the requests for consideration for extensions of the tenure or permanence probationary period.

Enhancing the Equity Infrastructure

- 5) **RCEE recommends** that the University follows up on research and action regarding pay equity to ensure any discrepancies are identified and rectified.
- 6) **RCEE recommends** that the University identifies best practices to prevent equity-based anomalies in compensation.
- 7) **RCEE recommends** that incoming faculty and librarians are made aware of the negotiating range of salary, and that faculties are consistent in offers.

Equity Items Outside RCEE Mandate

The following items deal with issues outside RCEE's mandate, but have an impact on enhancing the equity practices of the University community, including its hiring practices. As such, the following are suggested for further exploration:

- 8) **RCEE recommends** that the University works with stakeholders, such as WUFA/SWDEAC, to explore options or best practices to proactively address racism and other forms of oppression.
- 9) **RCEE recommends** that the University and stakeholders build professional development relationships and engage in capacity building for cultural competency, anti-bias training, et cetera.

Although we are in very challenging times, there are real opportunities for enhancing deeper structural change. Institutional change is typically labour intensive, requiring a great deal of commitment, strategy and stamina. In addition, the commitment is required across a wide range of contexts, and must include the most broad spectrum of stakeholders and resources. RCEE is confident that the University community will work collaboratively, harnessing the sustained momentum necessary to create a learning and working environment in which equity is at the core of everything we do.

RCEE Committee Members:

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