

**University of Windsor
Senate**

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

Item for: **Information**

Forwarded by: **Senate Governance Committee**

See attached.

Report of the Review Committee on Employment Equity (RCEE) September 2019

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 again expresses appreciation for the data provided for this report and throughout the year by the Employment Equity & Human Rights (EEHR) 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.

One of the benefits of the DEAP Tool is that it provides a means for units to develop, monitor and report on goals and timelines. Since the majority of units have already implemented its use, it is anticipated that it will be a helpful resource for the reporting in next year's RCEE Report. Information on the DEAP Tool can be found at <http://www.uwindsor.ca/ohrea/95/deap-tool>.

It should be noted that 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.

2 ACTIVITIES AND KEY ISSUES FOR 2018-2019

The RCEE activities and key issues continued to be 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 2018 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) Proposed Job Ad Statement re EE Commitment
- 8) EE Data for Equity Assessors Assigned to a Committee
- 9) The DEAP Tool (Diversity & Equity Assessment & Planning) Updates
- 10) Equity Assessor Service
- 11) Gender Wording in Senate Bylaws
- 12) Report of the Search Committee for the Seventh President and Vice-Chancellor

In June 2019, the University Secretary provided the Presidential Search Committee's report to PCEE and RCEE, pursuant to Bylaw 15, 4.2.2. The following is an excerpt from the bylaw:

4.2.2 Records shall be kept of all the proceedings and relevant portions shall be made available for the annual report of the Review Committee on Employment Equity (RCEE). The following reporting format should be used for each position:

number of female/male applicants
number of female/male applicants short-listed
number of female/male applicants interviewed
offers made to female or male
appointment made of female or male; conditions of appointment.
The Search Committee shall prepare a brief report to the President's Commission on Employment Equity (PCEE) on each appointment.

PCEE was the first of the two committees to have reviewed the summary statistics. At the PCEE meeting, questions were raised as to why the data are only dealing with the designated group of women. A request was made to explore the possibility of including the other three federally designated groups of Aboriginal peoples, persons with disabilities, and visible minorities. RCEE subsequently reviewed the report and PCEE's request, and agreed with the observation.

RCEE appreciates receiving the statistical data. The value of it as a tool to measure progress was discussed, alongside privacy considerations.

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.

RCEE recommends that the data are retained in the University Secretariat and OHREA offices in order to assess progress.

RCEE recommends that the University similarly tracks and reports this data for other senior administration positions (e.g., VPs, AVPs, etc.) to effectively assess the progress at all levels.

RCEE noted that there was confusion around the 2017 recommendation *that the University ensures equity is weighted on all hiring grids*. The recommendation was sometimes mistaken as an endorsement of the previous system of awarding points for members of the designated groups. Therefore, an explanatory note has been added to the item in the update chart in Section 5 of this report. The note provides a clarification that this refers to the candidate's knowledge and commitment to equity, and is not regarding self-identification in a designated group.

While it is recognized that many units currently weight equity on both pre and post-interview grids, the University should reinforce the message that it is important that all units do so.

RCEE recommends that equity is weighted in the pre-interview grids as well as in the post-interview grids, both in the sense of self-identification in a designated group and the knowledge of and commitment to equity.

RCEE discussed the ongoing need for creative approaches to increasing the recruitment and participation of Employment Equity/Procedural Assessors (commonly known as Equity Assessors or EAs), such as mentorship by experienced EAs. Partnerships and creativity are key to effective initiatives, such as the planning work with OHREA and SWDEAC for the EA Open House.

RCEE recommends that the University continues to work with stakeholders, such as SWDEAC, on creative outreach to recruit and retain active Equity Assessors.

3 PROMISING PRACTICES FEATURE – FACULTY OF SCIENCE

The RCEE includes this short section in the annual report in which an academic unit is featured for an employment equity recruiting promising practice. This provides an opportunity to recognize the efforts that are being undertaken, enables units to serve as a resource for others, and shares ideas that may be adopted or adapted in other areas in the University. The unit that is being featured here is the Faculty of Science.

The Faculty of Science's progress in the areas of equity, diversity and inclusion (EDI) demonstrates that a variety of approaches is beneficial towards realizing meaningful change. In 2016, a workplace climate survey was commissioned. Through this work it was recognized that they could not effectively build something more authentic in EDI until efforts had begun on addressing the unit's overall climate. The unit then worked to reach a place where they could focus more specifically on EDI.

Starting on Indigenous contributions in science, various AAUs within the Faculty examined aspects more specific to their areas. Examples included Physics on facets of its non-western history, other ways of knowing in Math, natural products in Chemistry, and so on. Discussions were held with the University's Aboriginal Education Council on how to create a more authentic science program and cultivate a stronger relationship with Walpole Island First Nation.

In the interest of cultivating a more reciprocal relationship, a Traditional Ecological Knowledge class was developed. A major component is the ability provided to give back to the community. The course will continue, and become the anchor for other Indigenous classes. The vision is to create an Indigenous Science Certificate.

The Faculty of Science has also been taking strategic action to provide more prospects for women faculty members to develop through career advancing opportunities. This has resulted in more Acting positions being given to women than had traditionally been the practice. It is part of purposeful capacity building to enable more people from the designated groups to assume leadership roles or plant the seeds for considering that as a possibility.

The unit now has an EDI Working Group comprised of students, faculty, and staff. They typically focus on what they need to do better and to advance efforts in the area of EDI. ORIS is also included in the group in order to ensure the Faculty is more competitive for research grants.

The Faculty hosted the LGBTQ+ in STEM Conference on October 4 and 5, 2019 (see <https://lgbtqplusstem.ca/>). It was noted as one of the first, if not the first, in Canada. The conference drew participants and presenters from across the country. As outlined on the website, the primary aim was "to bring together researchers in all fields of STEM to highlight and celebrate the contributions of the LGBTQ+ community." In addition, the conference was designed to "provide an important opportunity to discuss a broad range of scientific topics as well as issues pertaining to Equity, Diversity & Inclusion, and to create new opportunities for collaboration." The conference was seen as a great success, with plans for a follow up. There was participation from across various programs in Science, with many commenting that they saw the benefits of the initiative and had gained a better understanding.

The continuing shift in the unit's climate in regard to LGBTQ+ is also reflected in the students. At this year's Ontario Universities Fair (OUF), a number of students in their Science program showed their pride by way of sporting Pride colours.

Another key undertaking of the unit is that they are in the process of hiring a Post Doc Fellow studying EDI across the Faculty. Some of the attention will be on issues at course level, how they market themselves, mental health requirements, if they are as inclusive as intended, and so on. The research would also explore what would be needed for the creation of an Assistant Dean of EDI.

The Science Faculty has also created the USci Network, which is described on its website as: "This interdisciplinary network brings together faculty and students from all Science programs to work collaboratively in providing a unique integrative support system with the goal of enriching the undergraduate student experience." The Usci Network has a program for women called WinS (see <http://www.uwindsor.ca/science/427/women-science>). This

initiative “provides a network of support to build female resilience in science through workshops, mentorship, resources, outreach, and advocacy. We also work together to foster an academic environment that better prepares female students for STEM careers.”

Women in science has now become embedded in their recruiting and marketing materials. An example of their success is seen in Physics, where it grew from being male dominated to parity.

Another initiative is SCI of Relief. This is an evidence-based approach to the mental health of students, faculty, and staff. One of the actions is to explore what students perceived as their greatest stressors and what faculty perceived as student stressors. It is anticipated that the EDI Post Doc will examine mental health needs such as work-life balance, and the impact of scholarships on reducing required work hours to cover financial needs.

The Dean notes that scientists often ask, “Where is the evidence?” They have approached much of EDI through evidenced-based practices such that the issues are known (or sought to be known) and demonstrated. In addition, a lot of administration is being treated as research and their progressive work goes to journal publication. A good deal of their creative work is reflected in the Dean’s personal motto: “Science progresses with the diversity of ideas.”

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 Overview and charts in this section were created for RCEE by the EEHR Manager. RCEE has reviewed unit-specific data, and individual AAUs will be 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 privacy and confidentiality concerns. The LGBTI data for individual Faculties is similarly not released. In addition, because the designated group sexual/gender minorities is not one of the four groups designated by the Employment Equity Act, 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 provides an explanation for 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 below.

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.)

These data include information from the University of Windsor's Employment Equity Census 2006 and 2013, as well as updated information from the self-identification information up to and including December 2018.

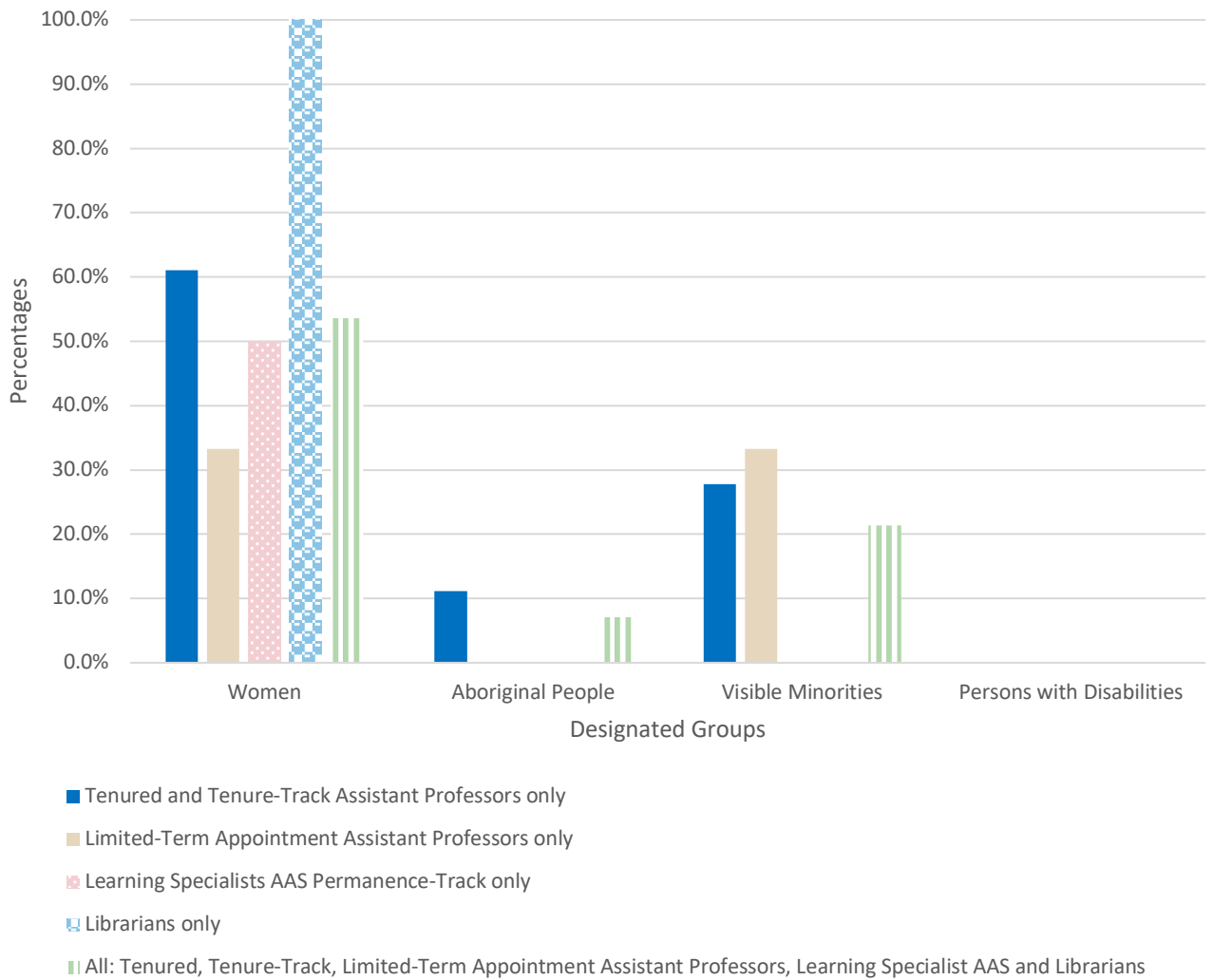
The external data information for Women, Aboriginal Peoples and Visible Minorities are from Statistic Canada's 2006 and 2017 National Censuses and the 2011 National Household Survey. The external information for Persons with Disabilities is from the 2006 Participation and Activity Limitation Survey (PALS)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

New Hires - Faculty (July 1 2019 to September 30 2019)

(Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Learning Specialists AAS and Librarians) (new hires from July 01 2019 to current)					
Rank	Total	Women	Aboriginal Peoples	Visible Minorities	Persons with Disabilities
Tenured and Tenure-Track Assistant Professors only	18	61.1%	11.1%	27.8%	0.0%
Limited-Term Appointment Assistant Professors only	3	33.3%	0.0%	33.3%	0.0%
Learning Specialists AAS Permanence-Track only	2	50.0%	0.0%	0.0%	0.0%
Librarians only	2	100.0%	0.0%	0.0%	0.0%
All: Tenured, Tenure-Track, Limited-Term Appointment Assistant Professors, Learning Specialist AAS and Librarians	28	53.6%	7.1%	21.4%	0.0%

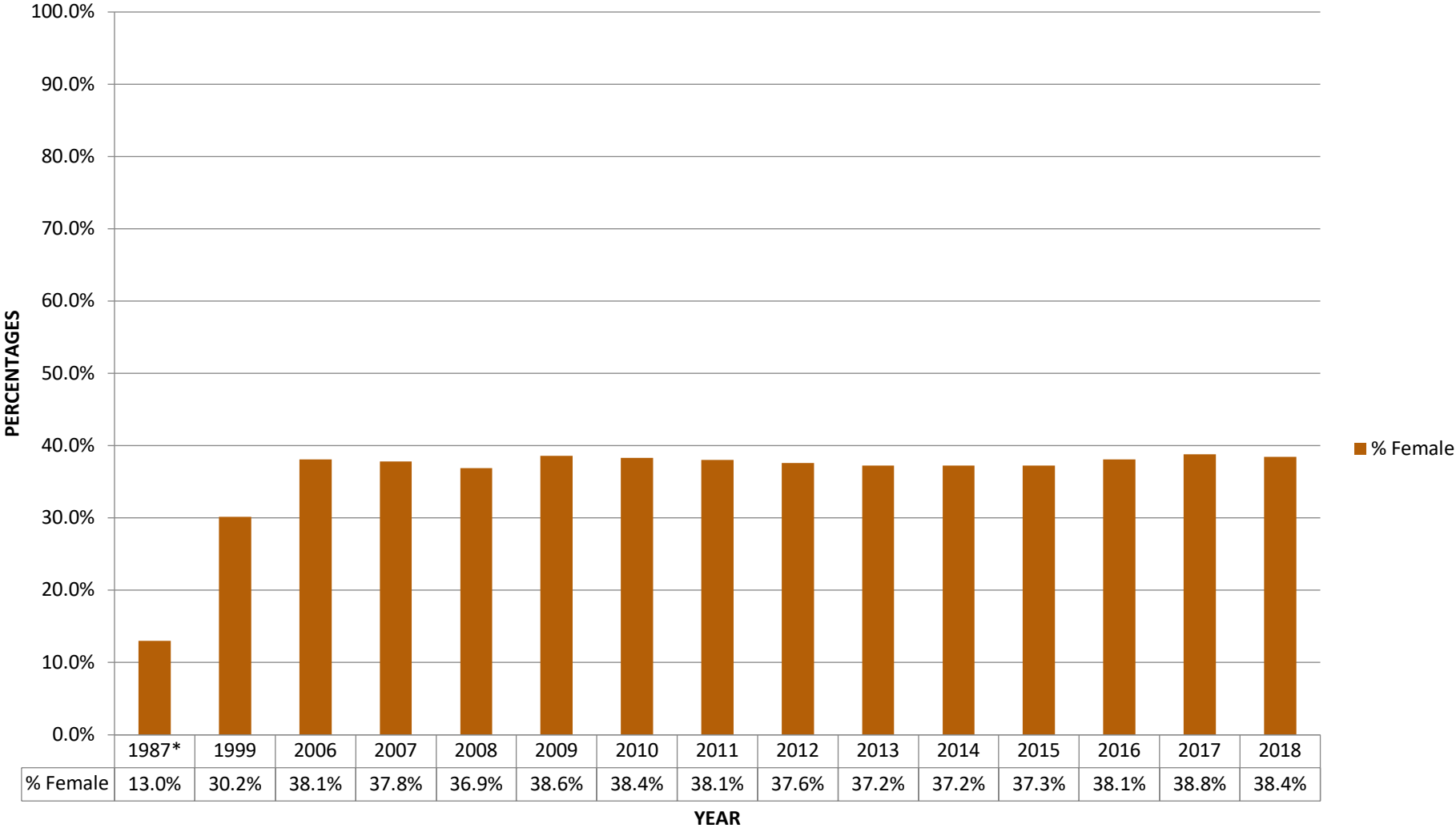
New Hires
Employment Equity Data Profile
(Tenured, Tenure-Track, Limited-Term Appointment,
Assistant Professors, Learning Specialists AAS and Librarians)
(Start Date July 1 2019 to September 30 2019)



Professors and Librarians															
	1987*	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total	484	431	514	508	515	503	498	486	481	470	454	483	462	464	484
Male	421	301	318	316	325	309	307	301	300	295	285	303	286	284	298
Female	63	130	196	192	190	194	191	185	181	175	169	180	176	180	186
% 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%
* 1987 data does not include librarians															

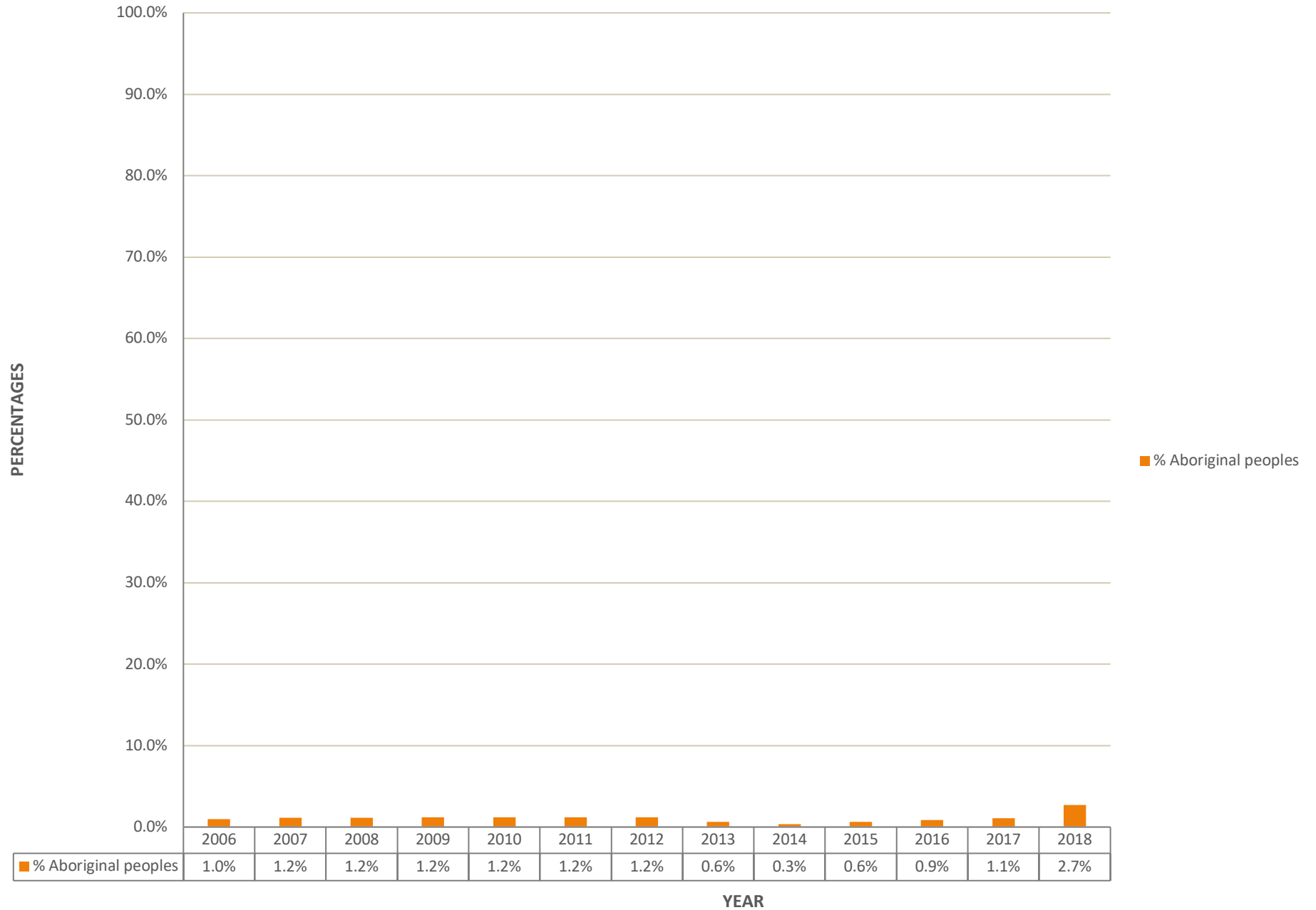
Professors (no Librarians)															
	1987	1999	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Total	484	409	490	482	490	478	477	465	460	449	433	461	440	444	462
Male	421	292	309	307	318	302	302	296	294	289	279	296	282	280	293
Female	63	117	181	175	172	176	175	169	166	160	154	165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

Professors & Librarians (Internal Representation) - Women 1987, 1999, 2006-2018

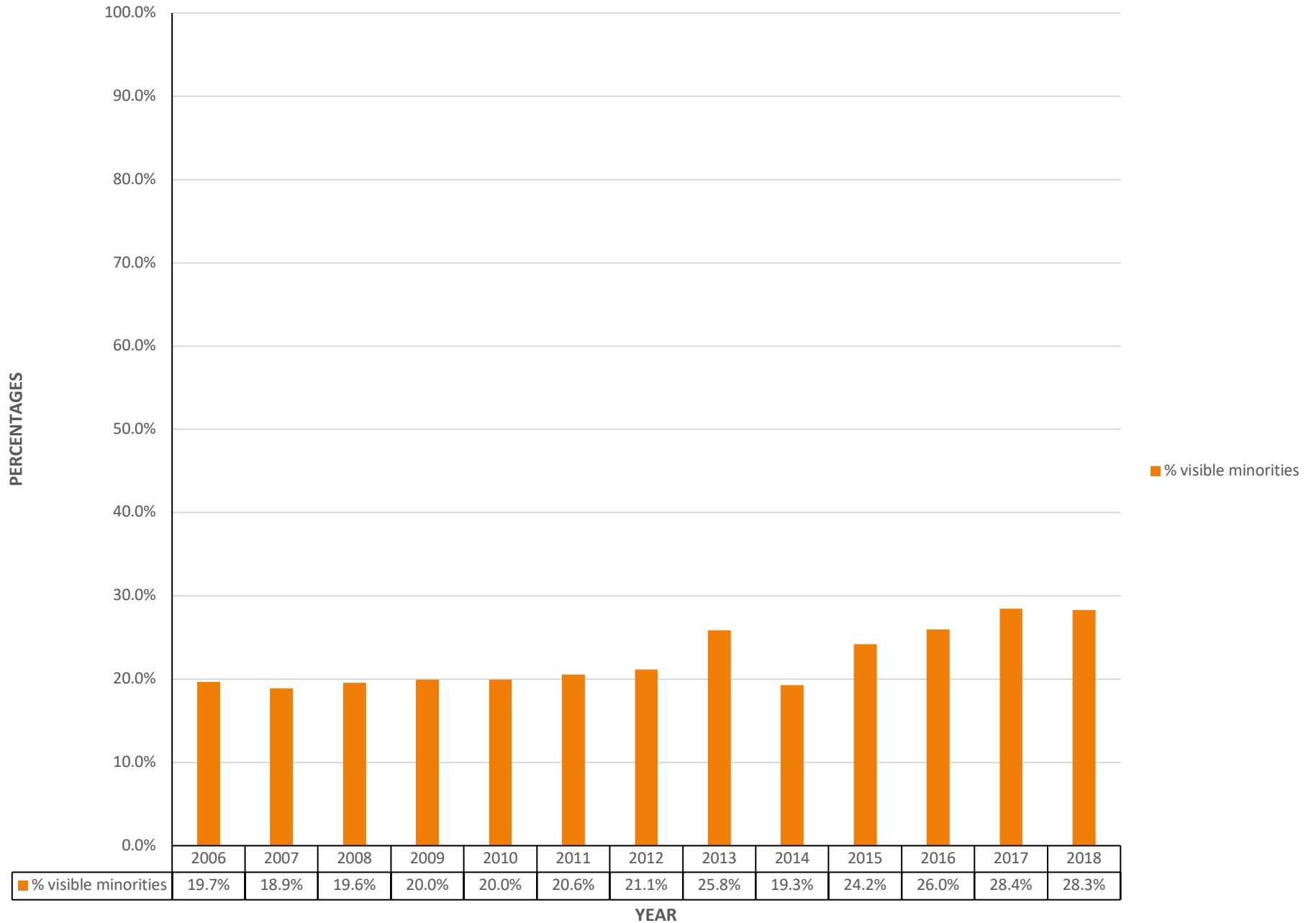


(*1987 does not include Librarians)

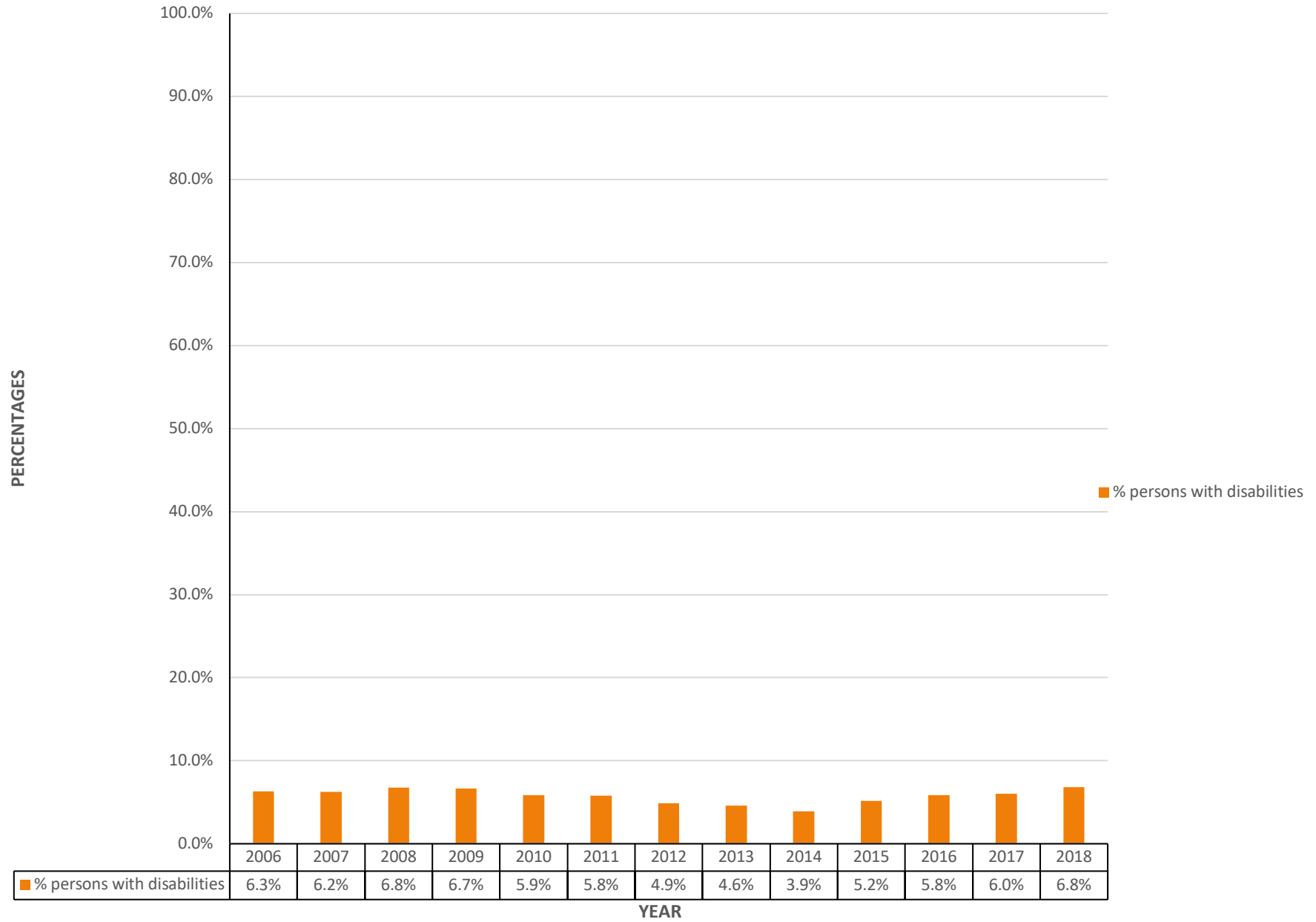
Professors & Librarians (Internal Representation) - Aboriginal Peoples 2006-2018



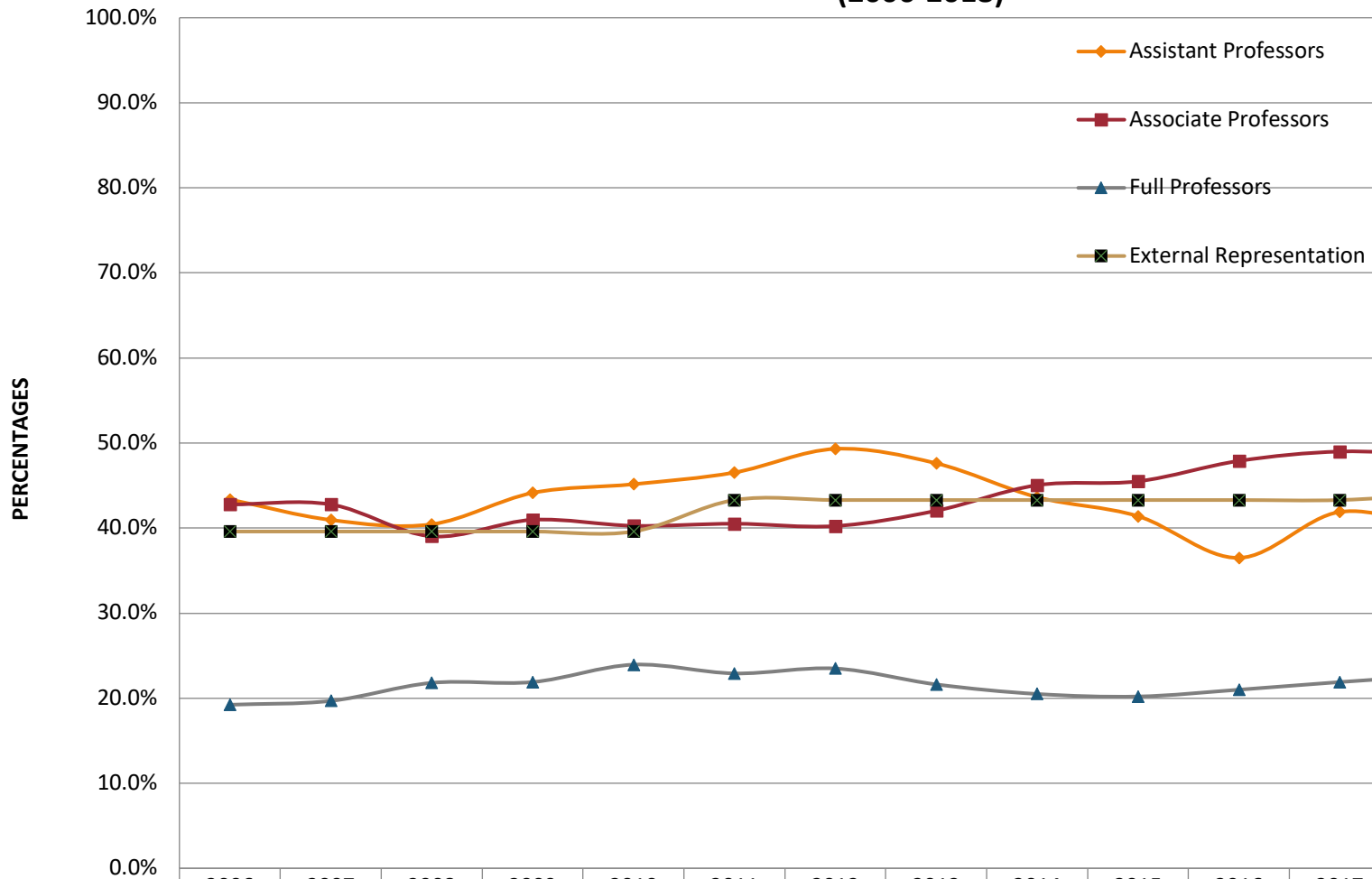
Professors & Librarians (Internal Representation) - Visible Minorities 2006-2018



Professors & Librarians (Internal Representation) - Persons with Disabilities 2006-2018



Professors (Tenured or Tenure-Track) by Rank - Women (2006-2018)



	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
Assistant Professors	43.4%	41.0%	40.4%	44.1%	45.2%	46.5%	49.3%	47.6%	43.6%	41.4%	36.5%	41.9%	39.8%
Associate Professors	42.8%	42.8%	39.0%	41.0%	40.3%	40.5%	40.2%	42.0%	45.0%	45.5%	47.9%	49.0%	48.6%
Full Professors	19.2%	19.7%	21.8%	21.9%	23.9%	22.9%	23.5%	21.6%	20.5%	20.2%	21.0%	21.9%	22.7%
External Representation	39.6%	39.6%	39.6%	39.6%	39.6%	43.3%	43.3%	43.3%	43.3%	43.3%	43.3%	43.3%	44.0%

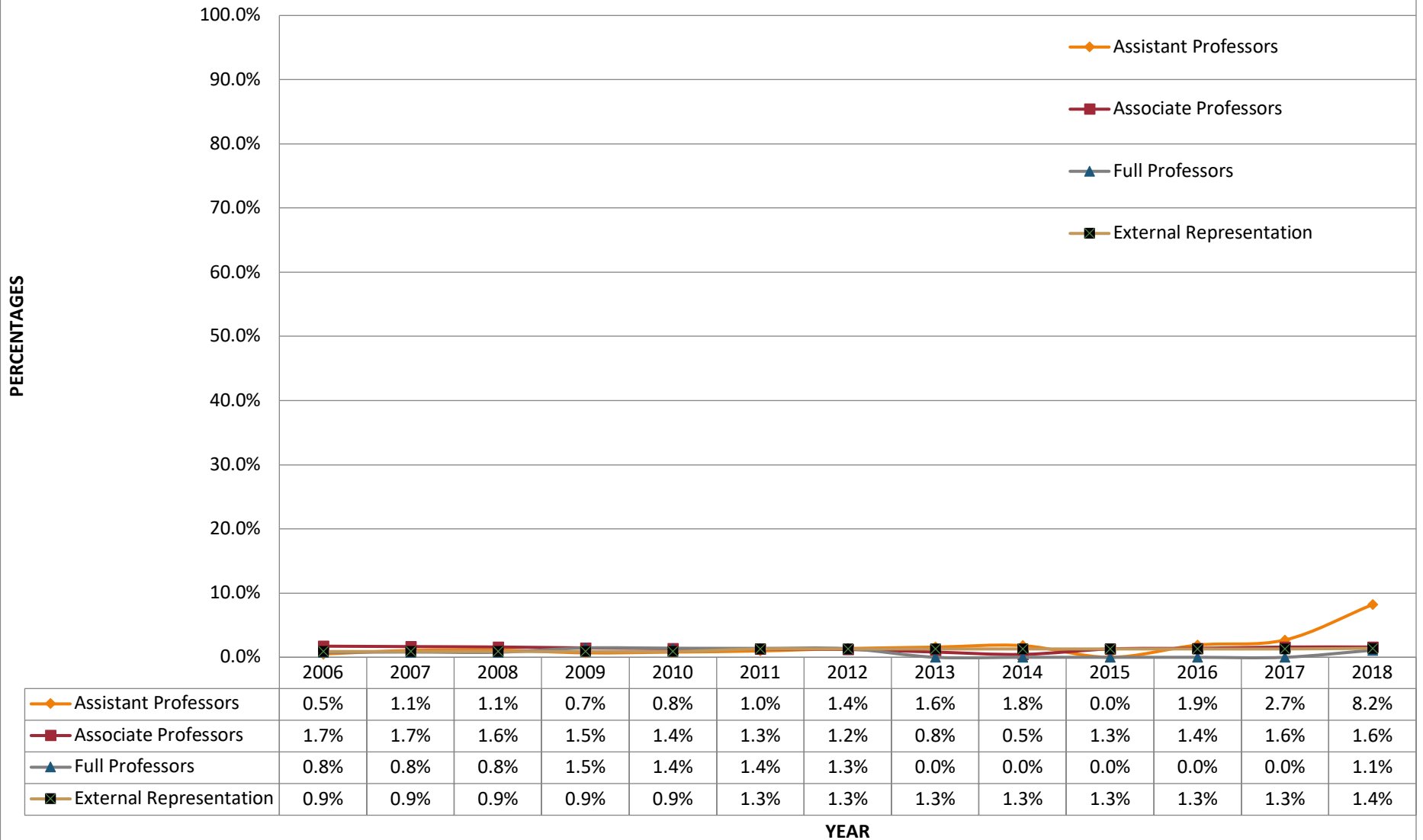
Note:

2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

2018 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Aboriginal Peoples (2006-2018)



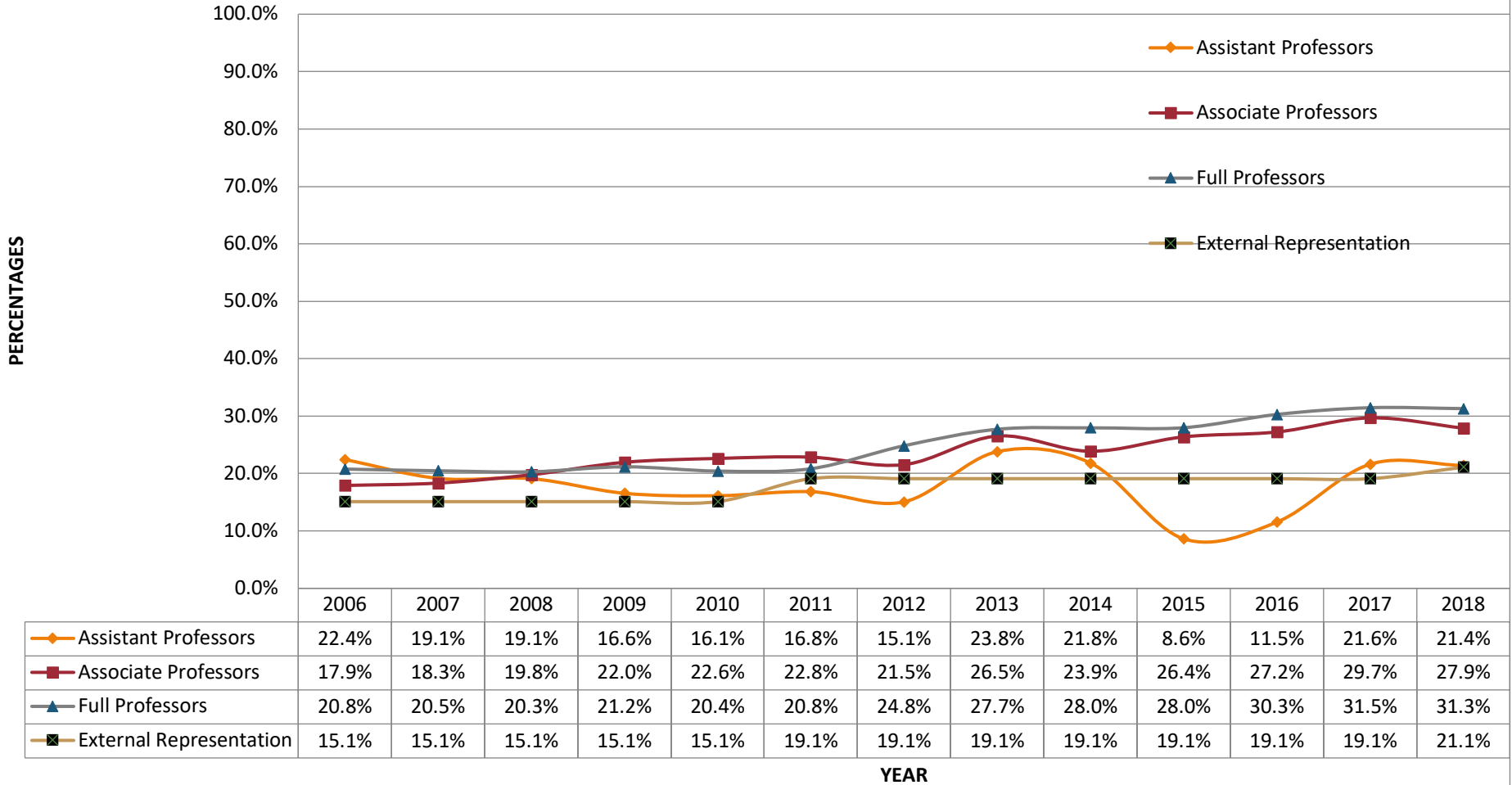
Note:

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2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

2018 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured or Tenure-Track) by Rank - Visible Minorities (2006-2018)



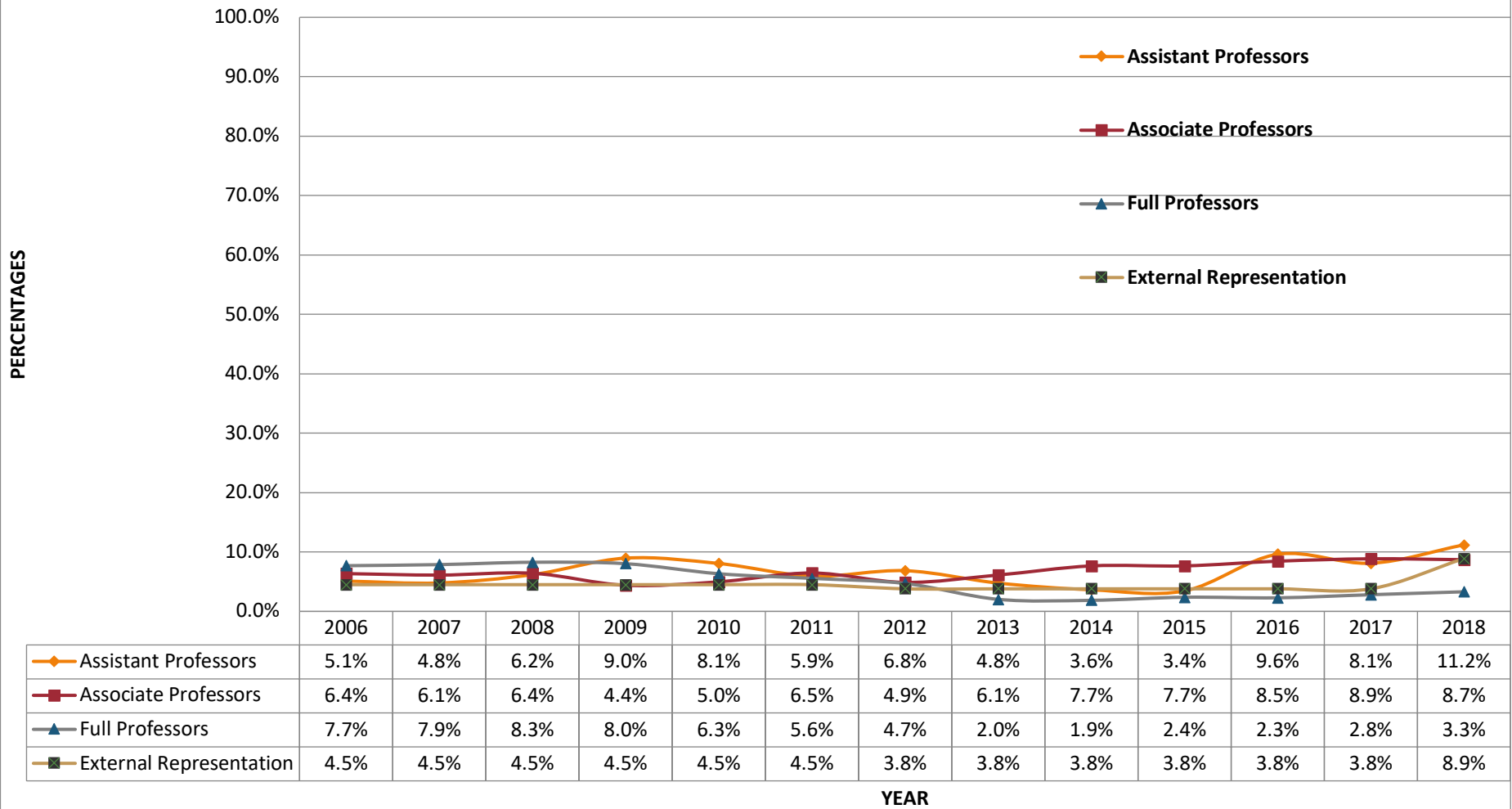
Note:

2006-2010 external representation is based on Statistics Canada's 2006 National Census data.

2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.

2018 external representation is based on Statistics Canada's 2016 National Census data.

Professors (Tenured and Tenure-Track) by Rank - Persons with Disabilities (2006-2018)



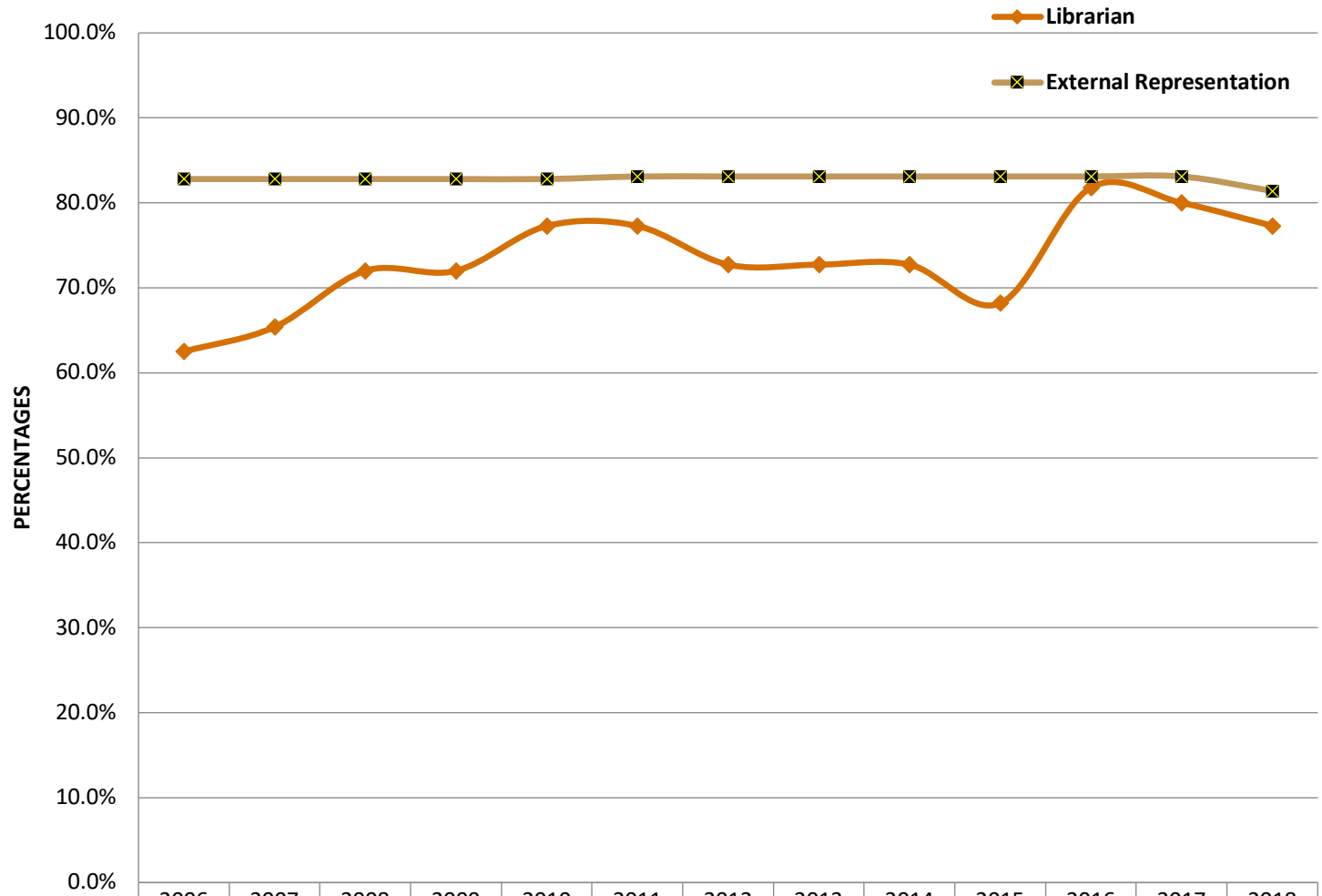
Note:

2006-2010 external representation is based on Statistics Canada's 2006 Participation and Activity Limitation Survey (PALS).

2012-2017 external representation is based on Statistics Canada's 2012 Canadian Survey on Disability (CSD).

2018 external representation is based on Statistics Canada's 2017 Canadian Survey on Disability (CSD).

Librarians - Women (2006-2018)

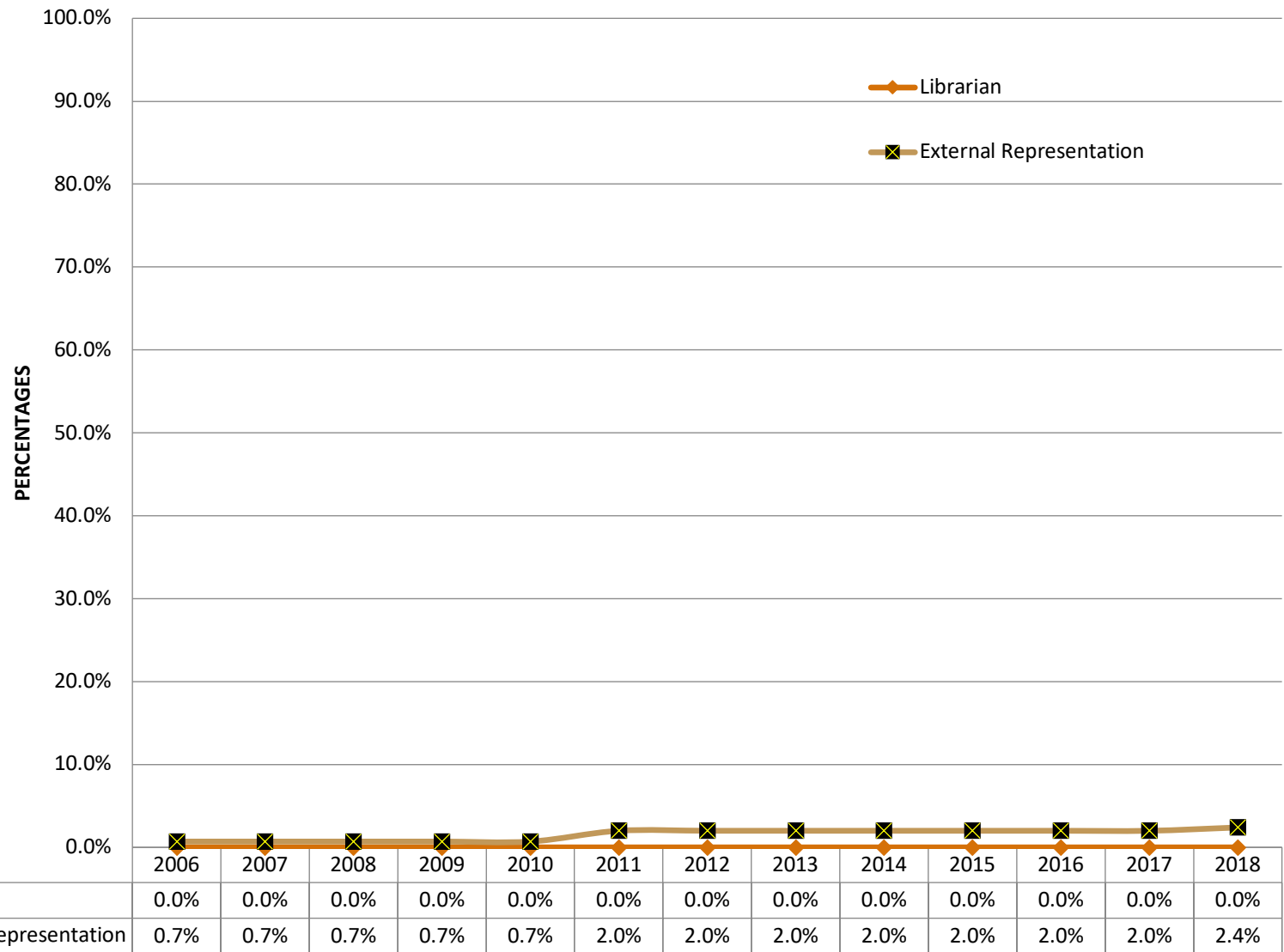


	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018
◆ Librarian	62.5%	65.4%	72.0%	72.0%	77.3%	77.3%	72.7%	72.7%	72.7%	68.2%	81.8%	80.0%	77.3%
■ External Representation	82.8%	82.8%	82.8%	82.8%	82.8%	83.1%	83.1%	83.1%	83.1%	83.1%	83.1%	83.1%	81.4%

Note:

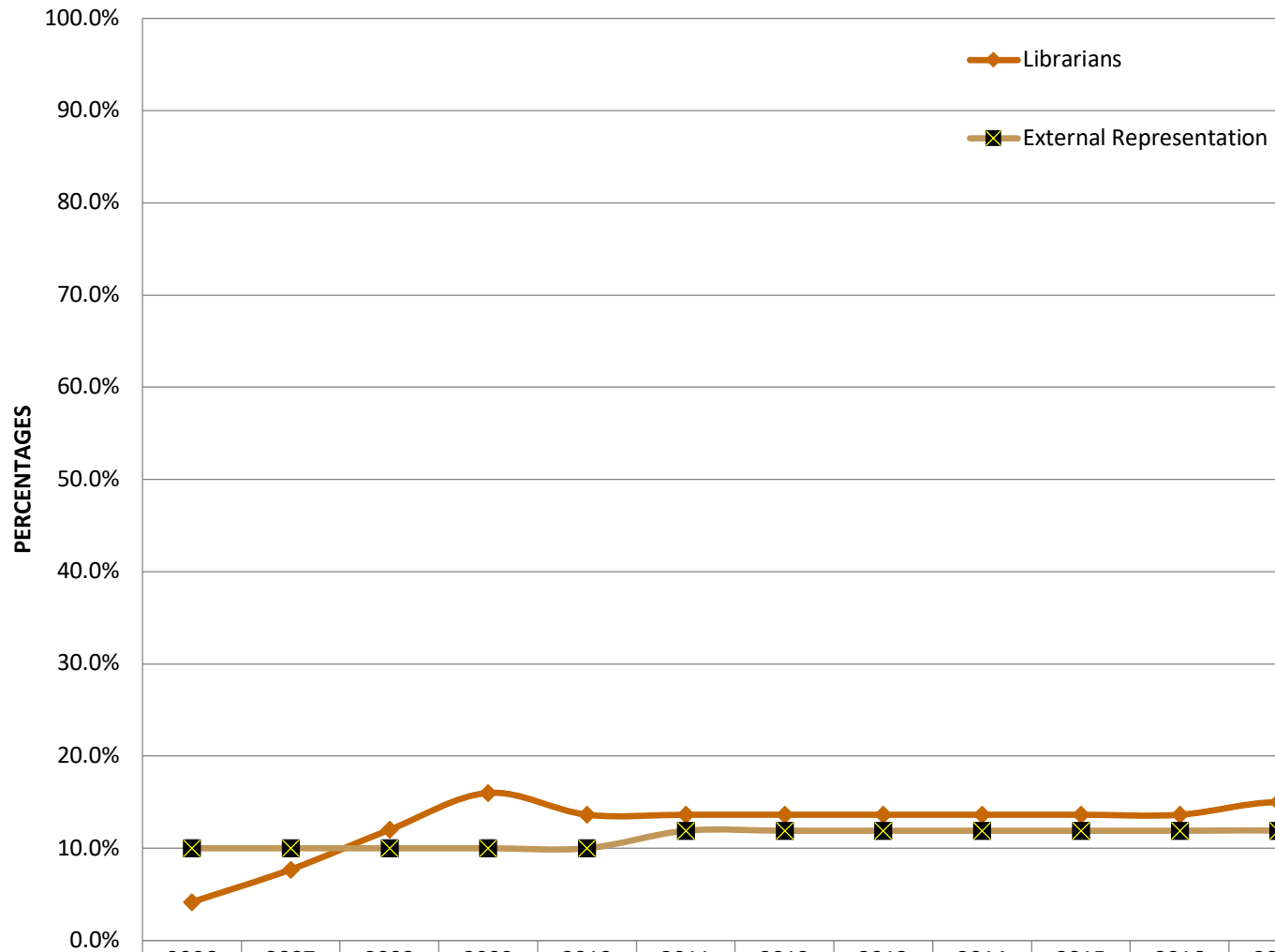
2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2018 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Aboriginal Peoples (2006-2018)



Note:
 2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2018 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Visible Minorities (2006-2018)

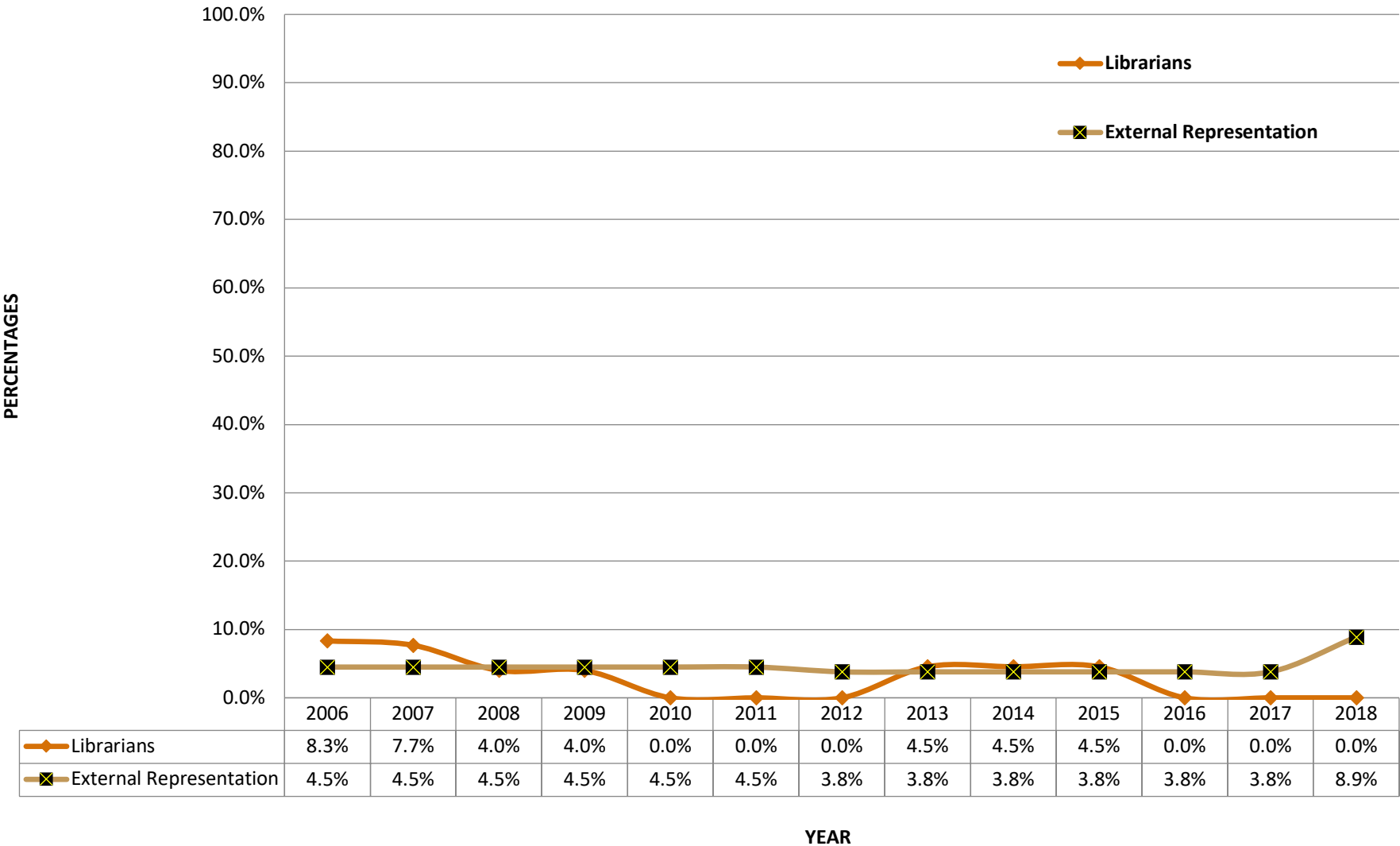


◆ Librarians	4.2%	7.7%	12.0%	16.0%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	13.6%	15.0%	13.6%
■ External Representation	10.0%	10.0%	10.0%	10.0%	10.0%	11.9%	11.9%	11.9%	11.9%	11.9%	11.9%	11.9%	11.4%

YEAR

Note:
 2006-2010 external representation is based on Statistics Canada's 2006 National Census data.
 2011-2017 external representation is based on Statistics Canada's 2011 National Household Survey data.
 2018 external representation is based on Statistics Canada's 2016 National Census data.

Librarians - Persons with Disabilities 2006-2018



Note:
 2006-2010 external representation is based on Statistics Canada's 2006 Participation and Activity Limitation Survey (PALS).
 2012-2017 external representation is based on Statistics Canada's 2012 Canadian Survey on Disability (CSD).
 2018 external representation is based on Statistics Canada's 2017 Canadian Survey on Disability (CSD).

5 UPDATE ON OUTSTANDING RECOMMENDATIONS FROM THE 2015, 2016, 2017 & 2018 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	2018 Report <i>Next Steps</i> and Recommendations	Status
1.	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
2.	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
3.	RCEE recommends that the University explores the addition of academic service awards. Included would be recognition of service of Equity Assessors.	For Consideration
4.	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
5.	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
6.	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
7.	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
8.	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 expands the data in the report on the Search Committee for the President and Vice-Chancellor to include the other three federally designated groups, namely Aboriginal peoples, persons with disabilities, and visible minorities.
- 2) **RCEE recommends** that the data are retained in the University Secretariat and OHREA offices in order to assess progress.

Enhancing Equity

No new recommendations in this area.

Enhancing the Equity Infrastructure

- 3) **RCEE recommends** that equity is weighted in the pre-interview grids as well as in the post-interview grids, both in the sense of self-identification in a designated group and the knowledge of and commitment to equity.
- 4) **RCEE recommends** that the University continues to work with stakeholders, such as SWDEAC, on creative outreach to recruit and retain active Equity Assessors.

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:

- 5) **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.

RCEE Committee Members:

Kaye Johnson
Victoria Paraschak
Vicki Jay Leung
Alison Samson