

I. INTRODUCTION

By becoming a signatory to the Federal Contractor's Program on March 17, 1988, The University of Western Ontario ("Western") declared its commitment to employment equity and to the goal of achieving and maintaining a fair and representative workforce. On December 7, 2001, Dr. Paul Davenport, the President and Vice-Chancellor of Western, reaffirmed that commitment by signing a new Certificate of Commitment to Implement Employment Equity.

Since first becoming a signatory to the program, Western has undergone two compliance reviews, the last of which was in October 1996. Much has changed at the University since that time, such as the certification of several new bargaining units resulting in a largely unionized environment, growing competition for faculty and staff, and the continued decline in Provincial funding to name a few examples. In the face of these challenges, however, the last few years have seen some increasing strides toward Western's employment equity goals. For example, a census of all employees was done in March 2000 to update the employment equity data, new and revised policies addressing employment equity have been put in place, and the President's Standing Committee for Employment Equity has been revived and remains active.

In November 2001, the Board of Governors approved a new strategic plan to replace *Leadership in Learning: Western's Strategic Plan*, which had been adopted in 1995. The Mission, Vision and Principles set out in the 1995 document remain unchanged and are endorsed in the 2001 strategic plan. One of these Principles is Diversity, which states:

As part of our commitment to excellence, we seek to recognize and remove the obstacles faced by traditionally under-represented groups in order to facilitate their access to and advancement at Western. We respect and celebrate the diversity of people who make up our community.

In the new Strategic Plan, *Making Choices: Western's Commitments as a Research-Intensive University* (Appendix 2), the Task Force has detailed Western's vision for the steps that it must take to enhance its stature as one of Canada's leading research-intensive universities. One of the two critical themes of the plan is the challenge of recruitment and retention of faculty, staff and students in the competitive environment of the coming decade. Western is seeking to continue to be "a university of choice for outstanding faculty, staff, and students" and "to be seen as an academic community committed to quality, breadth and diversity, and collaboration".

All of the issues highlighted above will be discussed in much greater detail in the report that follows. An organisational overview follows this introduction. Western's equity achievement report comes next, containing an analysis of Western's workforce and detailing the steps Western has taken since 1996 toward increasing the representation of Designated Group members in its workforce, eliminating systemic barriers, and establishing a favourable climate. The fourth section outlines the program monitoring and adjustments that have been done and are yet to be done, including an update of

Western's current Employment Equity Work Plan and discussion of a revised Work Plan being brought forward by the President's Standing Committee on Employment Equity. Appendices containing relevant documentation can be found at the back of the report.

II. ORGANIZATIONAL OVERVIEW

The University of Western Ontario

There are presently in excess of 23,000 full-time students enrolled at Western. Through its 11 Faculties and 7 Schools, Western offers more than 50 different degree and diploma programs.

Senior Officials

Dr. Paul Davenport is the President & Vice-Chancellor of Western. He began that position on July 1, 1994 and was renewed for a second term to 2004. Pursuant to Western's Employment Equity Policy, the President accepts final responsibility and accountability for employment equity.

Jennifer Schroeder joined Western in January 2000 as Director of Equity Services. A copy of the media release announcing her appointment is found at Appendix 3. It is the responsibility of the Director of Equity Services to oversee the day-to-day operation of the University's employment equity program.

Recognizing that the success of employment equity relies in large part on the input of its employees, the University created the President's Standing Committee for Employment Equity ("PSCEE"). It is the role of the Committee to consider where under-representation of designated group members exists, examine University employment policies and practices, prepare an annual report with recommendations to the President and assist the University and the Equity Services Office in the endorsement and fostering of behaviour that advances the basic tenets of employment equity. The Committee is formed by representatives of the various employee groups, senior administration and representatives for each of the four Designated Groups. The membership of the Committee for 2001-2002 is as follows:

Dr. Roma Harris	-	Vice-Provost and Registrar (Co-Chair)
Dr. Peter Mercer	-	Vice-President (Administration) & General Counsel (Co-Chair)
Richard Graham	-	C.U.P.E. Local 2361, Physical Plant
Susan Grindrod	-	President's Appointee for Senior Administration
Dr. Paul Handford	-	University of Western Ontario Faculty Association
Erika Hegedues	-	Select Administrative Group Employees
Dr. Tracy Isaacs	-	President's Appointee for Women

Dr. Deborah Stuart	-	President's Appointee for Persons with Disabilities
Les Ste. Marie	-	Professional and Managerial Association
Jane O'Brien	-	Associate Vice-President (Human Resources)
Vivian Peters	-	President's Appointee for Aboriginal Persons
Dr. Goli Rezai-Rashti	-	President's Appointee for Members of Visible Minority Groups
Jennifer Schroeder	-	Director, Equity Services
Ella Young	-	University of Western Ontario Staff Association

Number of Employees

Since the last report in 1996, three more employee groups have unionized: the Staff Association in 1997, the Faculty in 1998 and the Graduate Teaching Assistants in 1996. There are currently 7 unionized and 2 non-unionized employee groups on campus.

As at April 30, 2002, Western had a total of 6,697 employees. There were a total of 1,957 full-time staff and 1,558 full-time faculty. Part-time employees numbered 2,033 for staff and 1,149 for faculty.

In the 1996 report, Western identified a total of 3,065 full-time faculty and staff as of August 1996. This is compared to a total of 3,515 at present. Some caution must be taken in comparing these numbers, however. In the 1996 reporting, it does not appear that clinical or adjunct faculty were included in the full-time faculty numbers. Clinicians and adjuncts have been included in the present report. Further discussion of this and other reporting differences can be found later in this report under "Program Monitoring and Adjustments".

Statistics show that full-time faculty hit their lowest numbers in the past decade in 1996-1997. By comparison, full-time staff numbers hit their lowest in 1997-1999.

In 1996, it was not possible for Western to report on its part-time employment numbers. Due to systems changes since that time, it is now possible to do so. Definitions of those classified as full- and part-time employees are also detailed later in this report.

Overview of the Industrial/Economic Environment Affecting Western's Employment Equity Planning

Universities are, by their nature, decentralized and diverse, contributing to their environment of challenge and change. There have been a number of significant factors which have impacted upon Western's employment equity planning since the last report in 1996. Some of these are continuations of the challenges faced by Western, and indeed all universities, in 1996. These challenges are outlined below.

Continued Cuts in Provincial Funding

The University continues to experience a significant reduction in the funding it receives from the Province of Ontario. While the Province and the Federal Government have increased their research and capital funding in the past few years, their continued underfunding of operating funds has presented an enormous challenge to the University. Since 1990, the percentage of revenues Western's Operating Budget receives from the Province has fallen from 71.8% to 49.6%. Ontario remains significantly below other Canadian Provinces in public funding per student and above the other Provinces in its student-faculty ratio. In fact, the student-faculty ratio has increased by 25% over the last ten years, while the student-staff ratio has increased by 45%!

This continued reduction in funding puts a tremendous strain on Western's Operating Budget and has led to reductions in all aspects of its budgetary operations.

The future of public funding to Ontario universities remains uncertain at a time when universities are facing increased enrolment from the echo of the baby boom and the "double cohort" produced by the restructuring of Ontario's secondary school system. In this climate of constrained resources, severe challenges and competition are expected in faculty and staff recruitment over the coming years.

Hiring Freeze

As identified in the last report, an institution-wide hiring freeze on all regular full-time positions was declared in September 1995. This hiring freeze has never been formally rescinded. Rather, the University has proceeded in the past few years with an approach of selective hiring. This approach has been necessitated by the fiscal climate described above.

Increased Demands Upon Employees

Both staff and faculty have worked hard in the past decade to further Western's academic mission. Administrative and support units have, on average, sustained budget cuts greater than those imposed upon academic units. Developments in technology have changed the character and expectations of teaching and research for faculty. The implementation of new administrative systems has changed the work environment for most of Western's staff and administrators. This environment of reduction and change has taken a toll upon faculty and staff. Their ability to volunteer time and resources towards Western's employment equity program has been reduced.

Changes in Committees and Departments

At the time of the last report, the University Committee on Race Relations was not operating. Similarly, PSCEE, having recommended a review of its mandate, membership and operation, was no longer active. This was due in large part to University wide budget reductions and increased demands upon both staff and faculty. While the Committee on

Race Relations has not been revived, in early 1999, PSCEE began meeting again. Since that time, PSCEE has met on a regular basis and has moved forward with such initiatives as a new employment equity survey of all employees, a new Employment Equity Policy, and a new Employment Equity Work Plan, all of which are detailed below.

Also identified in the last report was a decreased budget and staffing for the Equity Services Office and the need for the office to reorganise the delivery of its mandated services. The Director of Equity Services at the time of the last report left Western in late 1998, and was replaced in January 2000. There was also a departure of the Equity Services Advisor. Although the position was filled with a part-time contract position in the interim, that position was not filled in a full-time capacity until July 2000. This significantly hampered Western's ability to move forward with its employment equity programming. Equity Services continues to be responsible for the day-to-day operations of Western's Employment Equity Policy and program, as well as harassment and discrimination complaints and training on these and related issues for the entire University community. In the last two years, the profile of the Equity Services Office has been raised significantly across the campus.

III. EQUITY ACHIEVEMENT REPORT

1. Achievement and Maintenance of a Representative Workforce

Data have been reported in two separate groups of tables: by number of employees and by positions. In the body of the report, immediately following this introductory section, are tables reporting on the number of full- and part-time employees at Western. These tables are used for comparison purposes with the 1996 report which reported only on full-time employees. At Appendix 1 we include the Federal Contractors Program tables showing positions rather than employees. The decision to report positions was made in consultation with Michael Paliga, Manager, Workplace Equity Programs, HRDC. As we are now reporting both full- and part-time positions, it is important to account for the fact that a large number of Western employees hold two or more positions within the University. Each of the positions reported in Appendix 1 represents a separate employment opportunity for which candidates are potentially drawn from the outside workforce.

For the purposes of this report, "full-time" refers to those positions which generally involve full-time hours and include benefits. This includes sessional employees who work full-time hours during that part of the year for which they are employed. "Part-time" refers to those positions which may be salaried or paid hourly, but work varying hours and generally have pre-determined end dates.

Because of changes in the occupational groups as defined by HRDC, comparisons between the 1996 report and the present report are extremely problematic. The 1996 report was based on SOCs divided into 12 occupational categories. The present report is

based on NOCs divided into 14 occupational groups. These different occupational categories cannot be reconciled. As a result, it is impossible to compare accurately across occupational groups.

Other information to note when reviewing the tables includes:

- data is reported as of April 30 and May 1, 2002 unless otherwise noted;
- clinical and adjunct faculty are included in the faculty portion of the report, we believe for the first time;
- the salaries from the clinical faculty who are paid a nominal amount, defined as less than \$45,000 per annum, are excluded from the salary reporting. This corresponds to the University's annual reporting to Statistics Canada;
- for comparison purposes, salaries for full-time positions have been annualized and for part-time positions have been reported by the hourly rate;
- as a result of the conversion of the University's system to PeopleSoft, the start date for flow data is September 1999, the earliest point from which it is available with any accuracy;
- as a result of the above conversion, much of the data reported in 1996 has been lost and cannot be recreated but is reported directly from the 1996 report;
- the data for women comes directly from the HR database and not from the employment equity database and is therefore more accurate than that for the other Designated Group categories which rely on self-reporting; and,
- there are still over 1,300 employees who joined Western since March 2000 who have not responded to the January 2002 survey, who will be receiving follow-up surveys shortly.

Employees

In the body of this report, the tables show Western's employees by their most senior position. In Appendix 1, the tables show Western's workforce by individual positions. As a result, the totals will be different. For the purposes of comparison to the 1996 data and goals, the tables showing full-time employees are preferable and are discussed below.

Administrative Staff

Western has met or exceeded all of the goals set in 1997 for 1999-2000 under the Federal Contractors Program for its full-time administrative staff. Since 1996, there has been an increase in the total number of full-time administrative staff from 1,839 to 1,957.

For women, the number of employees has increased significantly. In 1996, women represented 61.2% of the full-time administrative workforce; in 2002, that representation has increased to 64.1%. There were no goals submitted with respect to women in 1997.

For members of visible minority groups, the number of full-time employees has increased by two-thirds, from 60 in 1996 to 100 in 2002. This results in an increase in representation from 3.3% to between 5.1% and 7.2%. The University submitted a goal of 4.0% in 1997, which has been met.

For Aboriginal Persons, there has been a 50% increase in the number of full-time employees, from 8 to 12. As a result, Aboriginal Persons now comprise between 0.6% and 0.9% of the full-time administrative staff, up from 0.4% in 1996. The University submitted a goal of 0.6% representation, which has been met.

For persons with disabilities, the numbers have also increased, from 37 to 58. As a result, persons with disabilities now comprise between 3.0% and 4.2% of the University's full-time administrative staff, up from 2.0% in 1996. The University submitted a goal of 2.5% in 1997, which has been met.

Faculty

Although Western has not quite met all of the goals submitted in 1997 with regard to full-time faculty, representation of all Designated Groups has increased since 1996. The total number of full-time faculty appears to have risen from 1,226 in 1996 to 1,558 in 2002; however, we believe this increase results from the inclusion of clinical and adjunct faculty and other definitional changes in this report.

For women, numbers increased from 232 to 352. Women now represent 22.6% of the full-time faculty. This is just short of the goal submitted by the University in 1997 of 23%.

For members of visible minority groups, the numbers of full-time faculty have increased from 82 to 123. This results in an increase in representation from 6.7% to between 7.9% and 13.1%. The University submitted a goal in 1997 for 1999-2000 of 8%.

For Aboriginal Persons, there has been an increase in full-time faculty numbers from 1 to 7. This has resulted in a change in representation from 0.1% to between 0.4% and 0.7%, meeting the goal submitted by the University in 1997 of 0.4%.

For persons with disabilities, full-time faculty numbers have also increased by almost 50%, from 31 to 45. This has resulted in an increase in representation from 2.5% to between 2.9% and 4.8%. No goal was submitted for this group.

Positions

In reviewing the tables at Appendix 1, it is important to consider the following factors:

- the data in these charts represent positions and not individual employees;
- the data in these charts assumes that any position for which a response to the employment equity survey was not received is held by a person who is not a member of a Designated Group;
- the response rate for part-time administrative staff and faculty to the employment equity survey is low, resulting in unreliable data; and,
- flow data in these charts reflect the cyclical nature of hiring and termination at the University, especially among part-time administrative staff and faculty.

Administrative Staff

Full-time:

For women, the overall representation remains well above their availability in the workforce according to census data.

The University met its goals for the representation of persons from visible minority groups, but overall representation remains below census data.

For Aboriginal Persons, Western once again met its goals from 1997, but its representation still falls slightly below census data.

For persons with disabilities, Western has seen an increase in both numbers and representation and has met its goals. However, the University is still behind census data.

Part-time:

Once again, overall representation of women remains above census data.

For members of visible minority groups, the University is below census data overall and in terms of its hires in most occupational categories.

The representation of Aboriginal Persons is below the census data overall and for hires in all but two occupational categories.

For persons with disabilities, the representation falls well below census data.

Faculty

It is important to note that the census data required to be used for faculty is of limited use. For women, members of visible minority groups and Aboriginal Persons, the data only shows the population aged 15 and over who have earned a doctorate. This does not account for those whose career paths have taken them away from academic life, nor does it provide data on their qualification for senior levels of the professoriate. For persons with disabilities, the census data only identifies those who have a university certificate, degree or diploma. This has no relation to their ability to gain positions as university professors.

Full-time:

For women, Western has improved from 1996, especially at the levels of full and associate professor. However, these levels are still dominated by men. Western fell slightly short of its 1997 goal and is below the available census data.

Western has improved its representation of members of visible minority groups at all levels, but did not quite meet the goal that was set in 1997 and remains below census data.

For Aboriginal Persons, the University has significantly increased its representation and has met its 1997 goal.

Representation of persons with disabilities has improved across all categories, but no census data is available for comparison purposes.

Part-time:

The representation of women in part-time faculty is above the census data but remains concentrated at the lower levels of the professoriate.

For members of visible minority groups, representation is well below census data.

With regard to Aboriginal Persons, overall representation meets the census availability.

For persons with disabilities, there is no available census data but representation appears low.

2. *Special Measures and Reasonable Accommodation*

The University of Western Ontario provides a wide variety of special measures to enhance the climate within our community, to assist in recruiting members of the Designated Groups and to make our community more comfortable for individuals once they have been hired.

Policies

The University of Western Ontario has instituted a series of policies designed to promote equity and educate the community on the value of diversity in its workforce. Copies of the following policies can be found at Appendix 4.

a) Employment Equity Policy

This policy was recently revised by PSCEE and became effective January 24, 2002. The new Employment Equity Policy makes a clear statement of the University's commitment to employment equity and sets out Western's objectives in its employment equity efforts. It also continues PSCEE, a representative body charged with the responsibility of monitoring and reporting on the University's employment equity goals, made up of representatives of senior administration, faculty and staff employee groups.

b) Sexual Harassment Policy

This policy is of universal application within the University community – unless superceded by clauses in employment agreements – and states clearly the University's commitment to an academic and working environment which is free of harassment based on gender or sexual orientation. It provides a procedure by which complaints of sexual harassment may be filed with the Equity Services Office of the University and dealt with effectively. The policy includes provisions for informal mediation of complaints if possible, for investigation of complaints and for the holding of hearings in front of an independent tribunal if necessary.

c) Race Relations Policy

This policy is also of universal application within the University community – unless superceded by clauses in employment agreements – and states clearly the University's commitment to the right of every member of its community to study and work in an environment free of discrimination and harassment on the basis of race (which is defined to include race, ancestry, place of origin, colour and ethnic origin). It too provides a procedure by which complaints of racial discrimination or harassment may be filed with the Equity Services Office of the University and dealt with effectively. The policy includes provisions for informal mediation of complaints if possible, for investigation of complaints and for the holding of hearings in front of an independent tribunal if necessary.

d) Human Relations Tribunal

This tribunal is designed to ensure that complaints of harassment or discrimination filed under the Sexual Harassment Policy will receive an independent, fair and timely hearing if mediation efforts are not successful.

e) Code of Student Conduct

Newly introduced in 2001, the Code governs the behaviour of students while they are engaged in University or University-sponsored activities, or engaged in activities in which they represent the University. This Code specifically exempts behaviour that is covered under the University's Sexual Harassment or Race Relations Policies (except to allow the issuance of a prohibition order against a student against whom a complaint is made during the operation of the other Policy) but expressly prohibits "Any assault, harassment, intimidation, threats or coercion, and/or other conduct that threatens or endangers the health or safety of any person."

f) Non-Discrimination/Harassment Clauses in Employment Agreements

On July 1, 2000, the first Collective Agreement between the University and the University of Western Ontario Faculty Association ("UWOFA") took effect. This Agreement contains within it a broadly stated "Non-Discrimination/Harassment Clause". This clause provides a general prohibition against discrimination or harassment based on any ground set out in the *Human Rights Code* and includes conduct which, whether or not it is based on the prohibited grounds under the Code, "creates an intimidating, demeaning or hostile working or academic environment". It also sets out clear procedures for dealing with complaints of harassment or discrimination by or against faculty members, including informal mediation, investigation and a hearing in front of an independent Panel of Inquiry. Since its introduction into the UWOFA Collective Agreement, similar clauses have also been negotiated into the Collective or Employment Agreements between the University and Canadian Union of Public Employees ("CUPE") Local 2361 (Physical Plant and Capital Planning Services), CUPE Local 2692 (Food Services), the Select Administrative Group Employees, the UWO Police Association and the International Association of Operating Engineers.

g) Employment Equity Article in the UWOFA Collective Agreement

An employment equity article was also negotiated into the first Collective Agreement between the University and UWOFA. This Clause commits both the University and the Faculty Association to employment equity and requires a cooperative approach to achieving equity within the ranks of faculty. As part of that approach, a Joint Faculty/Administration Employment Equity Committee is established to "serve as a vehicle for discussions between the Parties concerning the development, implementation and monitoring of equity programs...".

h) Code of Behavior for Use of Computing Resources and Corporate Data

This Code governs the use of computing resources provided by the University to faculty, staff and students. The Code specifically defines misuse or unauthorized use of computing resources to include “Using computer resources, particularly electronic mail, web servers and bulletin boards, to send fraudulent, harassing or obscene messages”. Any misuse or unauthorized use of University computing resources is subject to discipline and legal action.

i) Official World Wide Web Sites

This policy governs the requirements for the use of the University’s space on the World Wide Web. It specifically contains the requirement that “Official World Wide Web Sites of The University of Western Ontario conform to the accessibility standards used by the Canadian Federal government for barrier free web page design.”

Committees

The University features a series of committees, involving representatives of staff, faculty, administration and students, which deal with issues related to equity and employment equity at Western.

a) President’s Standing Committee for Employment Equity

This Committee meets on a monthly basis and is charged with the responsibility of assisting the University in the endorsement and fostering of behaviour that advances the basic tenets of employment equity. Part of that responsibility includes designing and assisting in the implementation of the University’s Employment Equity Work Plan which is attached to this report. Its members include representatives from senior administration, the Equity Services Office, the Human Resources Department and from each of the employee groups that have expressed an on-going interest in participating. The President of Western also appoints individuals to represent the interests of the each of the Designated Groups on the Committee. This Committee prepares an Annual Report to the President, including a description of the work of the Committee for the previous year, an analysis of the current situation with regard to employment equity on campus and recommendations for future efforts by the University. This report is required to be communicated to the University community.

b) The Subcommittees of the President’s Standing Committee for Employment Equity

As part of its work in the year 2001, PSCEE decided to create four distinct subcommittees, each charged with the duty of conducting research and making recommendations regarding the employment status and conditions of members of a different Designated Group. The Chair of each of these subcommittees is the President’s Appointee to the main Committee to represent the different Designated Groups. Each subcommittee is required to make an annual report to PSCEE.

c) The President's Committee for the Safety of Women on Campus

This committee is chaired by the Associate Vice-President (Human Resources) and includes in its membership representatives of staff groups, faculty, students and the University Police Department. Its goals are several: to monitor the current situation relative to the safety of women on campus; to recommend initiatives which will have a positive impact on the safety of women on campus (these initiatives focus not only on physical safety issues but on educational projects which address climate issues); to raise awareness in the University community of safety issues specific to women; to encourage and promote the efforts of other community groups in all initiatives to improve the safety of women; to present the Committee's findings and recommendations to the President of the University and the University community. For the past several years, the Committee has received grant money from the Ontario Ministry of Training, Colleges and Universities. With this money, the Committee has gone out to the Western community inviting proposals for initiatives which promote and enhance the safety of women on campus. The Committee has been able to sponsor a large number of diverse projects which have served to increase the awareness and safety of women at Western. At present, the Committee is reviewing the possibility of conducting a campus safety audit, the last of which was completed in 1992.

d) The Barrier-Free Access Committee

Involving administration, staff, students and representatives of the University's Physical Plant and Capital Planning Services, this Committee is intended to take appropriate steps to make the University campus more accessible to persons with various disabilities. Either as a result of requests from members of the community or on its own initiative (as with all new buildings or renovations), the Committee takes steps to review the accessibility of campus facilities and, where problems are found, prioritizes those problems. Funds are allocated annually by the University to Physical Plant and Capital Planning Services to improve the accessibility of the campus.

e) The Joint Faculty/Administration Employment Equity Committee

Formed under the provisions of the UWOPA Collective Agreement, this Committee currently involves the Director of Equity Services, the Director of Faculty Relations, a Dean and two representatives of the Faculty Association. It is designed to be advisory to PSCEE and is charged with the responsibility of developing, implementing and monitoring the employment equity programs required under the UWOPA Collective Agreement.

f) The Joint Faculty/Administration Day Care Committee

This joint committee involves the Associate Vice-President of Human Resources working alongside representatives of the UWOPA Executive to study day-care issues faced by members of faculty. It has long been argued that female faculty members in particular are

hindered in their career paths by the lack of recognition given to the demands of child care and the impact such demands have on their academic work. The Committee held focus groups with interested members of the faculty to identify the issues faced by faculty with regard to day care and gather suggestions as to how best approach creating a more family-friendly environment on campus. The intention is to create a more level playing field for faculty members with the responsibility of caring for young children, the vast majority of whom are women.

g) Western's Caucus on Women's Issues

Founded in 1980, the Women's Caucus is an active committee made up of interested faculty, staff and administrators. Among its goals are the following: to cultivate a sense of community among women at Western; to encourage the integration of the findings from feminist research into all curricula at Western and its affiliates; to promote a work environment which facilitates the full professional development of all women employed at Western and its affiliates.

h) The Professional and Managerial Association Committee on Employment Equity

This Committee is one of several committees of the Professional and Managerial Association ("PMA"), an employee group representing the interests of professionals and managers on campus. Its principal responsibilities are: 1) to provide support and advice to the membership of the Association with regard to equity issues; 2) to maintain an active presence on the President's Standing Committee for Employment Equity; 3) to maintain communication links with those PMA committees whose work touches on equity issues; 4) to maintain awareness of developments on campus that have equity implications; and 5) to undertake or support the undertaking of relevant educational initiatives. This Committee has taken an active role in PSCEE's efforts to revise the University's Employment Equity Work Plan. Two members of this Committee have also been invited to participate in a joint PMA/Administration Committee which is designed "to conduct a review of current equity policy and construct a new policy that will apply to all PMA-eligible employees with respect to Non-Discrimination and Harassment issues".

i) Aboriginal Education and Employment Council of The University of Western Ontario

Created in 1995, this Council is composed of representatives from the University and from the local Aboriginal communities. The Council's purpose is to educate the University community about the needs of the Aboriginal community and to inform the Aboriginal community about developments at the University. Its mandate is to "encourage the enrolment and participation of Aboriginal students and employees in the life of The University community" and to "represent the needs and interests of the Aboriginal communities at large as well as the needs and interests of Aboriginal students and employees of The University". The Council is also interested in creating "a sensitive and supportive environment" for Aboriginal Persons on campus.

This Council's activities include advising numerous committees and individuals on campus with regard to the needs and interests of Aboriginal members of the University community, reviewing and providing feedback on new policies and programs as they are developed on campus, and conducting its own programs which have the impact of raising awareness of issues facing Aboriginal Persons on campus and helping to create a positive environment for such persons. These projects include:

- the holding of a recent meeting of the Council in the Aboriginal community on Walpole Island, with native community leaders and the University's President, Dr. Paul Davenport, in attendance; this meeting also featured presentations by Professor Michael Coyle of the Faculty of Law and by Mr. David White, Deputy Director of the Walpole Island Heritage Centre;
- the possible establishment of a Native Studies Program at the University;
- the provision of valuable training programs to Aboriginal students and staff on campus.

j) University Students' Council Accessibility Development Committee

As part of his or her annual student fees, each undergraduate student at Western contributes an accessibility levy. This levy is used by the Committee, comprised of Student Council, student and Western staff representatives, for capital improvements and equipment that will enhance the accessibility of Western for students with disabilities. Students with disabilities are involved in identifying and prioritizing those needs each year. The Committee may also make such further recommendations to the University Students' Council as it sees fit.

k) MediaWatch

This student-run committee has staff representation from the Department of Residences and from Equity Services. Its role is to monitor the representation and portrayal of members of the Designated Groups in the University media. In the past year, for example, the Committee has researched, written and published three articles on equity-related issues, produced posters, developed an awareness program on diversity and media and maintained a web-site on these issues.

Training and Education

Western, through its Equity Services Department and the various committees dedicated to issues of employment equity, conducts training and education programs on employment equity, diversity, harassment and discrimination and other related issues. These programs are designed to meet the needs of faculty, staff, students and leaders and managers, either collectively or individually. In many cases, the training program is adapted to meet the specific issues faced by the group involved in the training.

Some examples of training and educational programs held in the recent past include:

- training on employment equity and the faculty hiring process given to appointments committees;
- diversity training given to security personnel;
- harassment training given to staff in various units;
- diversity training given to student staff in residences;
- harassment and discrimination training given to residence leaders and managers, including investigation techniques;
- harassment and discrimination training given to students in specific faculties or departments in the university (for example, Speech Language Pathology and Audiology, Engineering);
- a series of luncheon workshops for faculty and others on diversity related issues;
- development of an information package with associated training on employment equity for faculty appointments and promotion and tenure committees, with similar work underway for staff members in positions to recruit, hire or promote employees;
- guest speakers brought to the University by various faculties and departments to speak on issues facing Aboriginal Persons, gay and lesbians in the military, and similar issues; and
- poster campaigns on issues facing members of the Designated Groups.

The Human Resources department, together with Equity Services, is currently planning a Symposium for Administrative and Academic Leaders and Managers which will focus specifically on issues of harassment in the workplace, the role leaders and managers must play in preventing such harassment and dealing with matters when they arise. This Symposium is scheduled to take place in June.

Also of special note is Western's Educational Assistance Program, administered through its Human Resources Department. This program has been established for the purpose of encouraging regular full-time employees to obtain additional education which will enhance their career development. These employees may register as part-time students and thereafter take credit courses through Western, with tuition for those courses being covered by the University. Courses offered outside of Western may also be eligible for reimbursement. The use of the Educational Assistance Program by Western employees has increased somewhat over the past number of years. For example, in 1997-1998, 95 women and 36 men took advantage of the program, taking a total of 239 courses. So far in 2001-2002, 113 women and 31 men accessed the program, taking a total of 216 courses. As the statistics for the past few years also consistently show, the Program is used by over twice as many women as men.

In addition to the Educational Assistance Program, two employee groups currently have professional development allowances which may be used to register for courses not already covered by the Educational Assistance Program, or for such things as software,

membership in professional associations, etc. Most union groups now also have tuition scholarship programs to assist employees and their dependent children attending Western for their post-secondary education.

Recruitment and Retention

The University continues to strive to make its community more diverse and to create new programs and facilities that will help make it a more welcoming place to members of the Designated Groups. While many of the efforts discussed already throughout this report contribute to the creation of a favourable working climate for Designated Group members, the University has also taken specific steps toward recruiting more Designated Group members to apply for and obtain positions at the University.

For example, Faculty Relations (the body responsible for circulating faculty position postings to outside groups) maintains a list of publications and organizations serving members of the Designated Groups which is made available to all faculties who are recruiting. While this list has already been circulated to some departments, it will be part of an updated “Guide for Advertising and Recruitment” which the department is in the process of preparing. This effort should increase the number of applicants from the Designated Groups and, in the end, result in more such applicants being hired.

Similar steps are also in place for staff position notices. All advertisements for administrative positions are sent by fax to a list of First Nations representatives. Representatives from Equity Services and Human Resources have met with a representative from The Employment Alliance, known as “TEA”. TEA is a partnership of community organizations serving employment-seeking people with disabilities that have committed to share their resources to be more effective. As a result, TEA is a single point of contact for employers seeking qualified applicants for positions. Since meeting with TEA representatives, Equity Services has retained temporary staff from Goodwill Industries’ Temporary Staffing Source. Both Equity Services and Human Resources hope to build Western’s relationship with TEA and its member agencies in the coming year. By ensuring that notices for open positions are circulated widely among publications and organizations serving members of the Designated Groups, the University hopes to expand and diversify its applicant pool and, as a result, diversify its workforce.

As discussed earlier, the University continues to support the Aboriginal Education and Employment Council, a committee specifically designed to focus on issues facing Aboriginal Persons both as students and employees/potential employees of Western.

The Human Resources Department of the University is currently in the process of completely revising its web presence. The new web-page system will be fully accessible according to Federal accessibility guidelines. Although all job advertisements for faculty and staff are currently posted on the web, the revised site will simplify the procedure of

searching and applying for staff positions within the University, making it easier for members of Designated Groups from all over the world to familiarize themselves with Western and to apply for positions.

At the same time, all advertisements for positions (both staff and faculty) contain a statement of the University's commitment to employment equity.

Accommodation

In order to facilitate the hiring of members of Designated Groups, the Human Resources, Equity Services and Rehabilitation Services departments have adopted an individualized approach to meeting the special needs of applicants and employees from the Designated Groups, particularly those with a disability. This approach allows recruiters and leaders/managers to take the steps needed to ensure that persons with disabilities receive fair consideration in the hiring process and to meet their accommodation needs once they are employees. While units often bear the cost of accommodating an employee on their own, a centralized fund is available annually to meet accommodation needs that are either beyond the ability of an individual unit or are otherwise deemed appropriate for resort to this fund.

The University is also taking several steps to upgrade the accessibility of its facilities and new buildings are being designed with complete accessibility in mind. As discussed earlier, the Barrier-Free Access Committee meets to review all new projects and renovations. In addition, Physical Plant and Capital Planning Services often retains the services of Designable Environments from Toronto to assist with barrier-free aspects of its projects.

The University also makes available to its employees English as a Second Language courses. These courses are available through Continuing Studies and are eligible for reimbursement from the Educational Assistance Program. This Plan helps to ensure that all employees are able to upgrade their skills while working at Western.

To ensure that the religious beliefs of our students and employees are respected, each year Equity Services and the Vice-Provost and Registrar create and circulate to all administrative and academic leaders a calendar to allow individuals and departments to incorporate the accommodation of religious and cultural holidays into their future planning. These calendars are accompanied each year by an explanation of the provisions of the *Human Rights Code* and a statement of the University's commitment to diversity. Any person with questions or concerns regarding such holidays may contact the Equity Services Office for guidance. In addition, Equity Services purchases and distributes to all faculties and departments "The Multifaith Calendar", which is a much more comprehensive and descriptive calendar than the one prepared on behalf of the University.

3. *Elimination of Systemic Barriers*

The University of Western Ontario continues to strive to remove barriers to the employment of members of the Designated Groups.

Recruitment

As outlined in more detail above, Western advertises all positions which are posted through a central location – both faculty and staff – in a fashion which is designed to reach members of the Designated Groups. The majority of positions are also advertised on our Human Resources web-site which is currently accessible but is being upgraded to be even more user friendly and in compliance with Federal accessibility guidelines. In fact, this is a requirement for all official Western web-sites. Each advertisement, in any medium, includes a statement of the University's commitment to employment equity.

Equity Services has also introduced the use of temporary personnel services which cater to members of the Designated Groups as a way of introducing more Designated Groups members to the University working environment. It is hoped that the use of these services can be expanded at Western in the future, with a view to providing these individuals with the training and experience they need to qualify for regular full-time staff positions.

New employment equity training materials are being developed for recruiters and persons in the position to make hiring and promotion decisions, and new training programs are also being designed around those materials. Initial training efforts with faculty based upon these new materials have already begun with very positive results to date.

For faculty hiring, appointments committees are required to turn their minds to the numbers of male and female applicants for a position and, where known, the same information for applicants from the other designated groups. Pursuant to the Employment Equity article in the UWOPA Collective Agreement, this information must form part of a report to the Dean on the search process.

Retention

The University continues in its efforts to make its workplace a welcoming and comfortable place for everyone, including members of the Designated Groups.

As detailed above, the subcommittees of PSCEE are each charged with the responsibility of identifying issues of concern to members of the Designated Group they represent who are currently employed at the University so that such issues can be addressed in the future. The creation of the subcommittees themselves and the work they have done to date has helped to raise the profile of Western's commitment to employment equity.

The University, through Equity Services and other similar offices (such as the Faculty of Medicine and Dentistry's Office of the Assistant Dean, Equity and Gender Issues), continues to offer diversity, harassment and discrimination training to all units and departments to raise awareness of the issues and to help make Western's working and academic environment a safe and comfortable one. These offices are also available for consultation and advice when issues arise.

Through its Educational Assistance Program, Western encourages its full-time employees to obtain any additional education that is necessary to enhance their career development. As statistics for the past few years show, women are taking advantage of this opportunity in much greater numbers than men.

Benefits

The University provides excellent benefits to its employees, both faculty and staff. Benefits differ somewhat for each employee group based upon their negotiated agreement with the University. Most of Western's employees enjoy, for example, generous maternity and parental leave provisions (covering birth parents and adoptive parents). These include Supplemental Employment Insurance Benefits (SEB), which are available to any person who is taking pregnancy or parental leave and who has worked for the university on a regular, full-time basis for a period of one year or more. The SEB ensures that the employee receives 95% of their regular salary (including government Employment Insurance benefits payable) for up to 20 weeks of their leave, on the condition that the employee returns to continuous full-time employment for at least six months following the date of return from the leave.

Since early in the 1990s, Western has extended benefits to same-sex partners. Eligibility for coverage as a spouse is defined in the group benefit plans contracts as "a person who has continuously cohabited in a common-law like relationship of the same or opposite sex with the employee for not less than one full year." Coverage for same-sex spouses under the extended health, dental, vision care and life insurance plans is provided on the same basis as any other family arrangement.

Western provides assistance to employees with disabilities by purchasing assistive devices required by such employees to be able to continue active employment with the University. Examples of such devices purchased in the recent past include speech access software and an electronic braille display for an individual with a vision impairment, voice-activated computer software for persons with physical impairments and wheelchair access modifications to work sites and buildings.

It is also important to note that the group benefit plans offered by the University do not contain provisions which exempt "pre-existing conditions" from coverage, thus ensuring that employees with disabilities or employees with family members with disabilities can enjoy full insurance coverage.

Employees are also encouraged to make use of the University's Employee Assistance Plan, which provides counseling services at no cost to the employee, and its Education Assistance Program, already discussed in this report.

The University's benefits packages also include provisions which can be beneficial to Designated Group members such as the following:

- generous sick-leave provisions
- reduced responsibility provisions
- short-term and long-term disability provisions
- flex-time provisions.

The collective agreements for two of the University's Employee groups, PMA and SAGE, also include a Professional Allowance, which helps cover the employee's costs of maintaining professional status or other professional development initiatives.

Employment Systems Reviews

As discussed, the newly formed subcommittees of PSCEE are currently engaged in gathering information on the barriers faced by members of the Designated Groups employed at Western and their recommendations for change. When combined with the data provided by the recently completed re-survey of the work force, the efforts of the subcommittees will help to identify areas of greatest concern and allow the University to focus ameliorative measures in those areas.

Other committees, such as the Joint Faculty/Administration Employment Equity Committee, the Women's Caucus, and the Professional and Managerial Association Employment Equity Committee are also involved in similar work.

In the meantime, both formal and informal efforts continue around the University. The Joint Faculty/Administration Employment Equity Committee has begun its work on addressing the systemic barriers in the faculty hiring and promotion and tenure process. Work towards addressing these barriers in staff recruitment has begun. Job postings are regularly reviewed by Faculty Relations, Human Resources and Equity Services. Training is available on request to Human Resources or Equity Services.

Much of the work done by the various groups to date is reflected in the draft new Employment Equity Work Plan which is currently in the consultation process. With the anticipated adoption of the University's new Employment Equity Work Plan in the near future, more formalized steps will be taken in the coming years on employment systems reviews.

4. *Establishment of a Favourable Climate*

Every effort made toward creating an environment free of harassment and discrimination, promoting the safety of all individuals on campus, celebrating our diversity and promoting employment equity contributes to the creation of a favourable climate on campus. Many of the University's academic programs also contribute to such a climate: the Centre for Women's Studies and Feminist Research, the Centre for the Research on Violence against Women and Children, the incorporation of feminist, post-colonial and similar theories into numerous courses, to name but a few, all contribute to the creation of a supportive atmosphere here at Western.

Perhaps the single most important statement made by the University in the past year was the release of its new Strategic Plan, which contains clear expressions of Western's commitment to diversity.

Strategic Plan

Western's new Strategic Plan, *Making Choices: Western's Commitments as a Research Intensive University*, approved by the Board of Governors in November 2001, maps out the University's vision for the future. This exciting new plan makes clear the University's commitment to diversity and employment equity. Among the statements of this commitment are the following:

1. In its introduction, the Strategic Plan states: "Western must continue to be a university of choice for outstanding faculty, staff, and students, and must continue to be seen as an academic community committed to quality, breadth and diversity, and collaboration."
2. With regard to the recruitment of employees, it says: "competitive salary and benefit packages, should be complemented by aggressive recruitment strategies featuring the advantages of studying, working and building a career at Western. We need to be creative and bold in finding ways to attract to Western outstanding people who will have many alternative choices and to support them within our community when they do choose Western as their academic home."
3. With regard to recruitment of faculty, the Strategic Plan acknowledges that Western needs to do a better job in recruiting female faculty members and retaining them at senior levels. It further states that Western is also committed to increasing its representation of First Nations, visible minorities and persons with disabilities. The University's Commitments in the Strategic Plan therefore include:
 - "Continue our efforts to hire and retain more female faculty and to promote more female faculty members to positions of Department, School, Faculty and University leadership";

- “Ensure that our hiring is supportive of applicants from diverse backgrounds, including the designated groups identified under the Employment Equity Act and Federal Contractors Program”;
 - “Expand the mentoring of new faculty by experienced faculty”;
4. With regard to the recruitment of staff, the Strategic Plan sets out a series of commitments, which include:
 - “Maintain a University community where all types of work are respected and value is accorded to all who work to sustain the University’s objectives”;
 - “Hire, train and promote staff strategically to develop skills necessary in the evolving work and learning environment”;
 - “Ensure that our hiring is supportive of applicants from diverse backgrounds, including the designated groups identified under the Employment Equity Act and the Federal Contractors Program”.
 5. With regard to enhancing the University’s relationship with the surrounding community, the Plan sets the following goals:
 - to “strengthen communication between the University and local government, non-governmental organizations, First Nations communities, and the private sector”;
 - to “encourage activities which bring the local community onto the campus for cultural, athletic, and academic events using University facilities”.

Other Programs and Services

Western has continued or created many programs and services which serve to establish a favourable climate for equity.

a) Benefits

Western provides excellent benefits to its employees, both faculty and staff, which differ somewhat based upon employee group. These benefits contribute to a favourable climate by ensuring that the special needs of employees are met. Benefits which may be particularly helpful to Designated Group members include the following:

- maternity leave
- parental leave
- Supplemental Employment Insurance Benefits for maternity and parental leaves
- same-sex spousal benefits
- provision of assistive devices
- health insurance coverage of pre-existing conditions
- generous sick-leave provisions
- reduced responsibility provisions
- short-term and long-term disability provisions
- flex-time provisions

- Employment Assistance Plan
- Educational Assistance Program
- Professional Allowances.

These benefits are discussed in more detail above.

b) Equity Services

The Equity Services Office has been renewed, with two new full-time staff members. This office is responsible for the implementation of human rights and equity-related policies on campus, including complaint mediation and resolution, educational efforts and public awareness campaigns. The office's profile on campus has been raised significantly in the past two years, helping to demonstrate to all members of the community the University's commitment to equity in all forms.

c) Rehabilitation Services

This office provides confidential services to employees who are injured on the job or who have a disability. The experts in this office work with the employee, the union or employee group and the administration to design work programs and work environments which integrate the employee into the work place, provide assistance to enable an employee to stay at work or, when necessary, facilitate a return to work.

d) First Nations Services

A part of the Student Development Centre, this office serves as a focal point for Aboriginal students and Aboriginal employees, providing support and community to its users. A representative of this office serves as the President's appointee representing Aboriginal Persons on PSCEE and chairs the corresponding subcommittee.

e) Services for Students with Disabilities

Also a part of the Student Development Centre, this office focuses on the needs of students with disabilities but also serves as a resource for administration, faculty and employees with regard to issues facing employees with disabilities, including accommodation requirements. A representative of this office serves as the President's appointee representing persons with disabilities on PSCEE and chairs the corresponding subcommittee.

f) Adaptive Technologies Centre

This centre provides Western with a resource with regard to the most modern techniques and equipment available to meet the accommodation needs for students and employees with disabilities.

g) Student Clubs

The University Students' Council sponsors numerous cultural, ethnic and religious clubs which, though focussed on students, hold a plethora of events to celebrate their common background and create a sense of community. The high profile of such clubs as the Muslim Students Association, the Jewish Students Association, the Chinese Students Association, etc. creates an electric atmosphere on campus.

h) Policies

As we discussed above, Western has a series of policies in place which highlight diversity and employment equity as matters of great importance to the Western administration: the Employment Equity Policy; the Code of Student Conduct; the Sexual Harassment Policy; the Human Relations Tribunal; the Race Relations Policy; and the Non-Discrimination/Harassment clauses in the various employment agreements. The policies are available in both paper and electronic format on the web.

i) Human Rights and Employment Equity Declarations

Western is careful to ensure that each publication of the University – such as the annual course calendar – contains a clear statement of Western's commitment to Human Rights. All job postings include a statement of the University's commitment to employment equity. The Division of Housing and Food Services ensures that its commitment to diversity and respect for others is included in all of its documentation, including residence handbooks, residence contracts and other materials. The "Residence Understandings", to which all students in residence are required to adhere, include commitments to be respectful of diversity in the residence.

j) Training

As has been detailed elsewhere in this report, Western ensures training is available in all aspects of equity which tend to promote a favourable environment: employment equity, diversity, harassment, discrimination, etc.

k) Publication of Reports

In order to help raise the profile of equity issues, both PSCEE and Equity Services recommended publication of annual reports in 2001 (Appendices 5 and 6 respectively). These reports highlight the work of both groups in support of diversity and employment equity and appear in University publications (such as the *Western News*) and are available on the web or from the two groups directly.

l) Guest Speakers

Various departments, faculties and groups around the University continue to sponsor appearances by guest speakers on issues related to diversity. These include speakers appearing on Human Rights issues at the law school, cultural and religious speakers sponsored by student groups, and Aboriginal speakers sponsored by First Nations Services and Equity Services.

One particularly well-received program is the Lynda Shaw Memorial Distinguished Guest Lecture Series hosted by the Faculty of Engineering Science each fall. This series was established in memory of Lynda Shaw, a third-year mechanical engineering student at Western who was murdered near Highway 401 in 1990. The lecture series features leading female engineers from across the continent speaking on issues of interest to women in engineering. In 2001, for example, Dr. Monique Frize was the featured speaker, speaking on “The Bold and the Brave”, women in engineering, past, present and future. Dr. Frize is the NSERC-Nortel Chair for Women in Science and Engineering, Professor, Department of Systems and Computer Engineering, at Carleton University and Professor, School of Information and Technology and Engineering, at the University of Ottawa.

m) Posters and Displays

Equity Services has recently begun a poster campaign entitled “Things Change” aimed at raising awareness regarding the challenges faced by members of the Designated Groups in our society. These posters and other posters on diversity themes (“Stop The Hate”, Mediawatch, March 21st, December 6, etc.) are regularly posted on boards around campus, in common areas, faculties and departments and staff areas. A sample of these posters is found at Appendix 7. As well, both the residences and Equity Services regularly post display boards celebrating different aspects of our diverse community, be they religious holy days such as Diwali or Rosh Hashanah, special months such as Black History Month or special single day events such as International Women’s Day.

n) Student-led Efforts

The students at Western continue to play a strong role in creating a positive environment on campus, an environment which benefits students, staff and faculty alike. The University assists where possible in supporting these efforts. These include:

- WISDOM (Women in Science and the Department Of Math), a student-created, student-led program designed to encourage young women to enter and continue in science and math studies, which includes special interest programs, study groups, mentorship programs with female faculty, and social events;
- Mediawatch, a student-run committee which monitors community media for its portrayals (or lack of portrayal) of members of Designated Groups, conducts research into the impact of such portrayals and public awareness campaigns on these issues;

- Violence Prevention Program, a program sponsored by the Department of Equity Services and the Thames Valley District School Board but run by Western student co-ordinators, which provides anti-violence training to student volunteers and then brings them into local high schools to conduct workshops and awareness sessions with younger students;
- campus-wide diversity celebrations, led by residence leaders, which focus on religious and cultural holidays from many different backgrounds;
- Student Accessibility Development Committee,
- student clubs, which represent a wide variety of racial, cultural, ethnic and religious backgrounds and which hold public events celebrating those backgrounds on campus;
- special interest weeks (such as Cultural Caravan, Diversity Week, Equity Week, Coming Out Week, etc.), sponsored by the Students' Council, featuring displays, performances, information sessions, and guest speakers regarding a particular, diversity-related topic;
- special interest days (such as Israel Day, Palestine Day, etc.) featuring displays, performances, information sessions, and guest speakers regarding a particular, diversity-related topic.

5. *Program Monitoring and Adjustments*

Western's progress in meeting its employment equity goals can be measured using both qualitative and quantitative means. Quantitative measures focus on the data, provided at Appendix 1, and the means for obtaining that data. Qualitative measures focus on the actions of those who hold responsibility for furthering Western's employment equity program. These measures are discussed in more detail below.

In reviewing Western's progress since the last Federal Contractors Program report in October 1996, we must take several factors into consideration. At the time of the last report PSCEE was no longer active. In early 1999, the Committee began meeting again. The primary issue dealt with by the Committee at that time was the need for a new employment equity survey of all employees.

As discussed earlier, the 1996 report identified a decreased budget and reduced staffing for the Equity Services Office and the need for the office to reorganise the delivery of its mandated services. Further staff losses occurred after that report, and the office was not fully re-staffed until 2000. Equity Services continues to be responsible for the day-to-day operations of Western's Employment Equity Policy and program, as well as the harassment and discrimination complaints and equity related training for the entire University community.

Policy Revision

In January 2002, the Board of Governors approved a new Employment Equity Policy put forward by PSCEE. This was the first revision to the policy since its inception in November 1988. The revised policy better articulates the tenets of employment equity,

the objectives of the University and updates the membership of PSCEE to reflect the changes in employee groups and unionization that has taken place across campus. Once the policy was approved, the Office of the University Secretariat sent notice of the new policy by e-mail to designated unit heads for circulation among all members of their units.

While Western's Race Relations, Sexual Harassment and Human Relations Tribunal Policies remain in effect, significant changes have occurred in the last two years with regard to a number of the employee groups across campus. A new Non-Discrimination/Harassment clause was adopted and incorporated into the collective agreements of a number of employee groups. These groups include the Faculty Association, the Select Administrative Group Employees, Physical Plant, Food Services, the Operating Engineers and the Police. This new clause is broader in that it protects individuals against harassment or discrimination on all of the protected grounds included in the Ontario *Human Rights Code*. It goes further than the Code in that it also prohibits what is commonly referred to as personal harassment. Western has recognized that the Sexual Harassment and Race Relations Policies are in need of revision and further discussions are planned or are taking place to ensure this broader clause eventually applies to everyone working and studying at Western.

Data Collection and Storage

In January 1998, Western underwent a complete change of its computer software applications used in its human-resource management by adopting PeopleSoft for its Human Resources, Financial, Higher Education and Advancement services. This necessitated a change in how Western's employment equity data was stored as well. PeopleSoft had the ability to store information on Designated Group status already built into its human-resource panels. However, this was deemed inappropriate for usage given the extremely confidential nature of the equity information. At first, the panels containing the confidential equity information were cloned and moved into a secure location. However, given the ensuing difficulties in attempting to convert the old data into the new system, a completely new employment equity database was constructed in 1999-2000.

In the conversion process, some of the previous employment equity data was lost. This system change, combined with the turnover in the Equity Services Office which had led to uncertainty as to how up-to-date that data was, contributed to the decision by PSCEE to undertake a new employment equity survey of all Western's employees. This was the first complete survey conducted since 1990. In March 2000 a total of 6,559 employees were surveyed, with an overall response rate of 58.2%. Further information on the survey and a breakdown of respondents can be found in the PSCEE Report at Appendix 5.

As hiring is not centralized at Western, it was determined that the most appropriate method for surveying new employees would be to send the survey out twice per year to all those who had been hired since the last survey was sent. The first of these updates was planned for 2001. However, systems difficulties were encountered in narrowing the

group of new employees. The decision was made to delay sending out the survey until a more accurate and complete list of new employees could be obtained. As a result, the first updating survey was sent in January 2002 (Appendix 8). Over 2,500 employees who had joined Western since March 2000 were sent surveys. To date, over 900 have responded. As with the March 2000 survey, second surveys will be sent to those who have not yet responded. Plans are in place to send those follow-up surveys in May 2002. In future, it is anticipated that surveys will be sent to new employees twice per year to maintain the currency of Western's employment equity database.

Work is currently being done to improve and upgrade the maintenance and reporting of employment equity data. Western, like other universities, is a large and complex institution. For every rule in classifying an employee, there are several exceptions. As such, Western currently has a working group in place from across the University that is working towards a data warehousing system. Currently, equity related data is collected and reported to the community by different offices across the University. For example, the Provost prepares a report annually to Senate reporting on faculty by gender. Institutional Planning and Budgeting prepares annual submissions on faculty for Statistics Canada, reporting on such things as gender and salary. For some reports clinical faculty are included while for others, they are not. This leads to confusion among the University community. The benefits of a data warehousing system include consistent definitions and reporting situations. It will improve Western's ability to track and regularly report its equity related data.

Applicant Tracking

For staff hiring, Human Resources currently collects data on applicants by gender only. On successful candidates, they gather data on membership in the other Designated Groups if known. However, as mentioned earlier, the hiring of employees is not centralized at Western. Many individuals are hired independently by departments and units without any involvement of the University's Human Resources department. For faculty, all hiring is done by departmental committees struck for that very purpose. Pursuant to the new Faculty Collective Agreement, when making recommendations to the Dean, an Appointments Committee is required to make a report on the search process. That report must include, among other things, the total number of applicants, the number of males and females and, where known, the same information for applicants from the other Designated Groups. Again, however, there are weaknesses in this reporting as it is based on information gathered by Human Resources or the Committees themselves and therefore cannot be complete or accurate.

Recognising that self-identification is the best and only reliable method of collecting data on individual applicants, discussions are currently underway to establish a system for both staff and faculty whereby applicants would be requested to complete a self-identification questionnaire, containing questions similar to the current employee employment equity survey. It is anticipated at the present time that applicants would not be required to provide any information that would identify them except for the position

for which they are applying. This questionnaire would be completed and submitted electronically to a database maintained by Equity Services. Further progress on this initiative is expected in the next two years.

Employment Equity Work Plan Update

Attached at Appendix 9 is a copy of Western's current Employment Equity Work Plan. The column at the far right of Appendix 9 details the progress that has been made as of April 2002. It should be noted that the Work Plan was originally drafted in 1993. Since that time, many of the departments identified as having responsibility for the various actions have changed. For example, the Sexual Harassment Office, Race Relations Office and Employment Equity Office have all been combined into the Equity Services Office. Further, some of the roles identified no longer exist, such as the PSCEE Consultant and the University Committee on Race Relations.

Some highlights from the update are as follows:

- Fewer speakers on employment equity have been brought to campus than in the early 1990's. Similarly, fewer articles on the subject have been published in the *Western News* since that time. This is due in large part to budgetary constraints, and the fact that for a period of time after 1996, PSCEE was no longer meeting and the full-time staff in the Equity Services Offices was significantly reduced. However, with the anticipated revision of Western's Employment Equity Work Plan, PSCEE will be planning a communications strategy to increase the profile of employment equity efforts at Western.
- Several actions which were identified as completed in the 1996 report have, in fact, been revived. Employment equity information sessions, for example, have been renewed by the work of the Joint Faculty/Administration Employment Equity Committee, with similar efforts underway for the other staff groups. These information sessions are now more appropriately targeted to the different employee groups.
- Many of the actions identified as outstanding in 1996 have now been completed or are being completed. For example, Western's Employment Equity Policy has now been reviewed and revised. Data is being collected on short-term casual weekly employees. The implementation of the Faculty's first Collective Agreement has resulted in an increased focus on employment equity considerations in the faculty hiring process.

- Formal progress toward monitoring the hiring of part-time employees and reviewing their work conditions has been slow. Part-time hiring continues to be largely decentralized, resulting in greater difficulty in implementing employment equity. However, with the increased unionization across campus, some part-time employees are now covered under Collective Agreements with the University. Human Resources has identified the need to develop policies for non-union employees and expects to make progress in this endeavour in the next year.

Proposed New Employment Equity Work Plan

Beginning in 2001, PSCEE undertook a review of the University's current Employment Equity Work Plan. This Work Plan was approved by the Board of Governors in October 1993. There was a strong feeling among members of PSCEE that it was time that the Work Plan was reviewed in light of the progress that had been made, the changes in Western's employment landscape and the current priorities.

As a result of that review, PSCEE is currently preparing a draft revised Employment Equity Work Plan to be proposed as a replacement for the current Work Plan. To go along with the Work Plan, PSCEE is looking at a concrete list of steps that are to be taken to reach these larger goals and objectives. It is the intention of the Committee that both the Work Plan and the concrete list of steps be reviewed on a regular basis. The intention is that the Work Plan become a much more living document than has been the case in the past.

Once PSCEE has approved the final version of its proposed new Work Plan, it is anticipated that it will be brought forward to the President and ultimately the Board of Governors for final review and approval. It is the intention of the Committee to plan a communications strategy for the release of the new Work Plan to reach the entire University community and ensure that copies of the Work Plan are made available and are visible for all employees.

IV. SUMMARY

Western, like other Ontario universities, has faced a number of significant challenges over the past 6 years, the greatest of which is the economic environment. Despite this, Western has made progress in its employment equity program. Through statements made in documents such as its new Employment Equity Policy and the new Strategic Plan, the University has demonstrated that it remains committed to diversity, employment equity and the goal of achieving and maintaining a representative workforce.

As shown by the data, Western has achieved most of the goals it set in 1997 for 1999-2000. Nevertheless, new goals must now be set. The University has acknowledged that, for example, it needs to do a better job in recruiting female faculty members and retaining them at senior levels. Part-time hiring, which is largely decentralized, continues to be an issue that must be addressed. With the assistance of a new Employment Equity Work Plan, currently being finalized by PSCEE, Western will have a renewed guide for moving forward in the next few years.

The economic environment continues to be a challenge Western must face. Nevertheless, the dedication of its administration, faculty and staff to the tenets of employment equity, shown through their individual involvement and initiatives, will assist the University in meeting this challenge and increasing the representation of members of all four Designated Groups in its workforce.