



**The University of Western Ontario
Employment Systems Review (ESR)**

July 2009

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1. EXECUTIVE SUMMARY

THE ESR PROCESS

Background

The University of Western Ontario conducted the ESR reported here in order to identify employment barriers to four designated groups (women, Aboriginal persons, persons with disabilities and members of visible minorities - the designated groups). The ESR was undertaken to assist Western in its equity planning by suggesting alternative employment policies and practices that will support equality of opportunity for all employees and potential employees.

The ESR also fulfils one of Western's obligations under the Federal Contractors' Program (FCP), a condition of receiving more than \$200,000 in federal government business. As required by the FCP, Western's ESR is focused on explaining "gaps" in the representation of designated groups in its workforce compared to the availability of qualified members in those same groups in the external workforce. Western's Workforce Analysis Summary Report 2008 reported significant¹ gaps in the following occupational groups.

Table 1. Summary – Significant Gap Analysis			
Women			
EEOG ²		GAP	
#	Name	#	%
	19. Faculty	- 131	19%
8	Skilled Sales & Service (e.g., Chef, Cook, Senior Buyer, Sergeant/ Constable)	- 4	22%
9	Skilled Crafts & Trades	- 4	80%
Visible Minorities			
EEOG		GAP	
#	Name	#	%
20.	Middle & Other Managers (Staff)	- 15	65%
3	Professionals (e.g., Programmer/Web designer, Analysts, Physician, Nurse, Co-ordinators, Research Scientist/Associate, Engineer and Librarian/Archivist)	- 81	49%
13	Other Sales & Service (e.g., food servers and cashiers, "A" group only)	- 13	76%
Persons with Disabilities			
EEOG		GAP	
#	Name	#	%
21.	Professionals	- 14	33%
7	22. Admin & Senior Clerical	- 6	43%
Aboriginal Persons			
EEOG		GAP	
#	Name	#	%
23.	24. Professionals	-5	63%
	25. Total Western workforce	- 9	

19. ¹ Numerical gaps of three or larger and percentage gaps of 20% or more and numerical gaps of 50 or more are considered "significant" by FCP definition. Where there are small gaps in several EEOG's for a designated group, this must also be included in the ESR. (At Western this applies to Aboriginal persons). See Appendix A for more details regarding these determinations.

20. ² EEOG or Employment Equity Occupational Group refers to a federal classification system based on the National Occupational Categories.

EXECUTIVE SUMMARY
Summary of Consultants'
Recommendations

The workforce analysis and ESR were approved and finalized by the Director, Equity and Human Rights Services (EHRS).

Summary of the Method

The consulting firm of Barbara Herring & Associates Inc. in association with Hitner Starr Associates carried out the ESR from January to July 2009.

To prepare for the ESR, the consultants worked with EHRS, a working group representing Faculty and Staff Relations and a union consultation group representing all parts of the organization.

Western announced the ESR to faculty and staff using a variety of University communications channels. Faculty and staff, including members of the President's Standing Committee on Employment Equity (PSCEE), were invited to participate in focus groups or interviews in order to provide the consultants with a variety of employee perspectives

The ESR included an assessment of the following employment systems for barriers: recruitment, selection and hiring; training and development; promotion; retention and termination; and reasonable accommodation.

The ESR included interviews/focus groups with a total of 107 employees, from all levels of the organization, including representation of all the designated groups. While this is a small percentage of the Western workforce, the views were highly consistent with each other and thus provided the consultants with a unified picture of Western's employment systems.

The EHRS staff, senior HR executives and the union consultation group reviewed the findings of the ESR and suggested strategies to address the barriers identified. These suggestions were taken into account in developing the consultants' ESR recommendations for the University to consider.

Caveats:

1. In order to maintain confidentiality and respect the privacy of the ESR participants, some of the barriers/issues/concerns expressed in this Report cannot be detailed in any more expansive way than is herein presented.
2. This ESR is focussed exclusively on explaining the gaps identified in the workforce analysis³. The consultants acknowledge that there may be barriers to other groups or barriers within other employment systems that are not discussed in this review.

SUMMARY OF BARRIERS

This section contains a high level overview of barriers identified in the ESR as having contributed to the under-representation of designated group members identified in the workforce analysis. The Detailed Report provides a comprehensive explanation and discussion of each barrier.

Primary Barriers to Women Faculty

The University's Employment Equity Guide provides a good explanation for the current under-representation of women among faculty. In particular, in some Faculties, an emphasis on traditional content and traditional teaching/research approaches favours the academic areas and approaches where male job seekers are concentrated. This may discourage women job seekers from applying to Western and may be a barrier to the selection of those who do apply.

21. ³ Due to the nature of the contractual relationship between the consultants and the University.

EXECUTIVE SUMMARY
Summary of Consultants'
Recommendations

In addition, it appears that some Faculties may have difficulty attracting women candidates because these Faculties have a poor reputation in the academic community outside Western with respect to hiring and supporting women faculty members.

Women faculty members are not as well supported as their male colleagues in their upward mobility (i.e., in obtaining tenure and for promotion to full professor)⁴. While women faculty members receive substantial support during pregnancy and in the first year after giving birth, this is still less than optimal support in balancing work and family responsibilities, particularly after the first year. For example, during maternity leave, women are not supported for the work required to maintain an active research laboratory. As well, women are not consistently given course schedules and services assignments that take into account the responsibilities they have for care of young children.

Key Barriers to Staff – Aboriginal Persons, Persons with Disabilities and Members of Visible Minorities

These groups are under-represented in professional and/or managerial positions, jobs covered by the Professional and Managerial Association (PMA). One barrier is the lack of external hiring for these jobs since PMA policies favour internal candidates in that they allow for promotion through appointment without competition or the reclassification of existing roles.

When Western is recruiting externally, the jobs are typically advertised only on Western's website. People outside the "web of connections" of current Western staff and students are less likely to be aware of job advertised only through this narrow recruitment channel.

Western has done a limited amount of outreach recruitment to encourage job applicants in the designated groups. However, it appears that this is not sufficient to reach and encourage job seekers.

Western's job application system is atypical (i.e., the on-line application process does not allow for covering letter and resume to be submitted as one document but requires the applicant to cut and paste their resume into sections on the system.) Thus, even when job seekers are aware of the on-line system of recruitment, the application process makes it more difficult for people outside the University community to apply for positions.

For current employees in the designated groups, the University's complaints-based and mediation-based system for responding to harassment and discrimination complaints may be difficult for members of the designated groups to use because of perceived and actual power imbalances among employees based on job level and also designated group status. This may be a barrier to retaining designated group employees.

Additional Key Barriers Aboriginal Persons - Staff

In addition to the general barriers described in the previous section, there are several barriers specific to Western's goals to close the gaps related to Aboriginal persons.

Past negative experiences of Aboriginal persons with the University directly as employer and indirectly as a central institution of the City of London, may be a barrier to the University's current attempts to attract Aboriginal job seekers. Without further⁵ outreach to the Aboriginal community, these perceptions may remain unchallenged.

Western has a practice of favouring levels of education beyond the minimum required to do the job (termed "credentialism"). Aboriginal persons in Canada, statistically, have a lower level of formal

22. ⁴ Internal University data indicate that women are particularly under-represented among Associate and Full Professors.

23. ⁵ As described in the Detailed Report, Staff Relations has initiated some outreach initiatives with the local Indigenous community.

education than do other Canadians⁶. Thus, credentialism is a barrier to hiring Aboriginal persons who may be very capable of doing the job.

Aboriginal persons, a small minority of employees, lack an identified source of support for issues arising from balancing work and Aboriginal-specific issues (e.g., misunderstandings at the intersection of Aboriginal culture and the University norms, or in balancing work and community obligations).

Additional Key Barriers to Members of Visible Minorities - Staff

As a general observation, difference does not appear to be encouraged or respected at Western. Employees expressed the belief that conformity is valued and rewarded at all levels of the organization, both among faculty and staff. Members of the designated groups are not confident that organizational actions take into account differences relating to designated groups. They pointed out that Aboriginal persons, members of visible minorities and persons with disabilities are not represented in leadership or human resources-related positions and are not consistently represented in visual representations of the University.

Few supervisors and managers have had training in cross-cultural skills and anti-racism sensitivity, and those who have had this training received it outside Western. Interviewees reported a lack of sensitive, inclusive attitudes with respect to English as a second language or to employees with accents other than mainstream ones.

Members of visible minorities are under-represented in Other Sales & Services jobs (at Western, food servers and cashiers). One barrier to closing this gap is the lack of external hiring, in part due to the clause in the Canadian Union of Public Employees (CUPE) 2692 collective agreement favouring internal candidates in the hiring process.

Additional Key Barriers to Persons with Disabilities - Staff

Persons with disabilities are under-represented in Admin & Senior Clerical jobs. One barrier to closing this gap is the lack of external hiring, in part due to the clause in the University of Western Ontario Staff Association (UWOSA) collective agreement favouring internal candidates in the hiring process.

Persons with Disabilities, statistically, have a lower level of education than do other Canadians. Thus Western's practice of credentialism (described in the section above on barriers to hiring Aboriginal persons) is a barrier to hiring job seekers with disabilities who may be very capable of doing the job.

While there are several committees of volunteers tasked with making recommendations with respect to various aspects of access and accommodation [i.e., Western Ontarians with Disabilities Act Committee (WODAC), Barrier-free Committee and CARE (a committee focused on student needs)], there is no clear staff or executive responsibility or follow-up to ensure that the recommendations of these committees are implemented.

Attitudes of Western employees toward employees with disabilities have been formed primarily through experiences with ill or injured workers. This often results in a situation where the disability impacts negatively on the workload or some other aspect of the jobs of co-workers and managers. Colleagues are less likely to be negatively impacted by a colleague who has a disability *before* hiring and is judged to be the best person for the job.

24. ⁶ A legacy from experiences with oppressive federal policies such as the system of residential schools.

Key Barriers to Women – Staff

Women are under-represented among staff in jobs that have traditionally been male dominated (i.e., Skilled Crafts & Trades, and in Skilled Sales & Service jobs such as chef, cook, buyer, sergeant/constable). As with the other three designated groups, the lack of outreach recruitment may be a barrier to Western reaching these women job seekers.

For women who work in these jobs at Western, negative male attitudes appear to be a barrier to the selection or retention of women into these jobs.

General Barriers

Western does not yet have accountability processes in place to support the FCP requirements. While Western publishes a yearly workforce analysis report, staff leaders and most Staff Relations Officers are unaware of the gaps for which they are responsible.

Managers receive limited training for managing a diverse workforce. Faculty and Staff Relations personnel and HR staff within Faculties are not optimally prepared to provide expertise to Appointments Committees/hiring managers/leaders in hiring, retaining and leading a diverse workforce.

There are no managerial consequences for a lack of action or lack of results in closing the gaps identified in the workforce analysis. The fact that academic managers (e.g., Chair, Dean, Provost) at Canadian universities are non-permanent positions means that conventional ways of holding academic leaders responsible for FCP requirements and outcomes are unlikely to be effective.

SUMMARY OF CONSULTANTS' RECOMMENDATIONS FOR CONSIDERATION

The Summary includes all consultant recommendations. The recommendations are repeated in the body of the Detailed Report within the related sections.

Faculty

Barriers in Outreach, Recruitment, Selection and Hiring

1. Examine the gender balance of professors in subject areas of focus identified at Western compared to the field as a whole to determine if the choice of area creates a systemic barrier to women. In fields where this analysis suggests a gender bias, require the Faculty to propose strategies to balance off this bias.
2. In Faculties where women are under-represented compared to subject-level availability, require Appointments Committees to submit a plan to the Provost's office for outreach to potential women candidates. Further, require these Committees to show that they have been successful in recruiting viable women applicants before the selection process can proceed. As is currently the procedure, continue to require Appointments Committees to present the rationale for their final selection to the Provost's office before the unit head undertakes negotiations with the successful candidate.
3. Expand the current initiatives to provide additional support for job search in the London area for spouses of successful probationary or tenured faculty members for jobs

Barriers to Faculty Retention (Working Conditions, Reasonable Accommodation, Attitudes, Development and Promotion)

4. Provide more support to faculty in balancing work and family responsibilities:
 - For women and men who identify themselves as care-givers of young children⁷ (i.e., those who do not have a spouse/partner at home caring for the children) or other dependents, require Chairs and Deans to discuss with these care-givers how the Department/Faculty can support their dual role by, for example, reviewing the type of service contribution they are asked to make or the teaching times assigned. Provide an appeal process up to and including the Provost's office for care-givers who do not believe their reasonable requests have been accommodated.
 - In Faculties where women are under-represented compared to availability in their subject area, provide funding for up to one-year appointments of researchers who can manage the lab of a care-giver who is on maternity or parental leave.
5. Strengthen the Non-Discrimination/Harassment Policy to make clearer the responsibility of academic leaders for a respectful workplace, and the actions academic leaders are expected to take when they observe a breach of this article. Discuss with the University of Western Ontario Faculty Association (UWOFA) ways to similarly strengthen the non-discrimination and harassment articles of the collective agreement.⁸
6. Develop a formal mentoring system to ensure that each non-tenured faculty member and those working toward full professorship are provided with the advice, support and encouragement they need to succeed. Where possible, provide women and other designated group candidates with access to mentors of their own group, without imposing the requirement for such a match.
7. Provide more leadership development related to the designated groups:
 - Develop an equity training process for Promotions and Tenure Committees and require Deans to ensure their committees undertake this training.
 - Mandate new Chairs to access leadership training related to equity, human rights and designated group issues.
8. Consider ways in which Western can send a definitive message to the academic community that Western is now welcoming of women faculty.

Staff

Barriers in Outreach, Recruitment, Selection and Hiring

9. Provide more outreach to designated group job-seekers:
 - Place ads regularly or on a continuing basis in locations that reach a wide audience of job seekers to inform job seekers to check the Western website for job ads. These should include Monster, Workopolis and the London Free Press.
 - Contact employment counsellors in the local area to inform them of the need to check the Western website for jobs and about the Western application process.

25. ⁷ Young children are usually considered to be those up to the age of 11 since at this age children may remain at home unsupervised.

26. ⁸ See parallel recommendation for administrative managers (Recommendation 19)

EXECUTIVE SUMMARY
Summary of Consultants'
Recommendations

- Develop a network of organizations through which designated groups find jobs (e.g., Indigenous community organizations, organizations related to ethnic and racial groups, settlement services for new immigrants, organizations that assist persons with disabilities to find employment, organizations for women in non-traditional job areas). This network would provide Western contacts (e.g., Staff Relations personnel) with an opportunity to explain the types of jobs available at the University and the typical job requirements, and to inform members of the network about the Western website and the application procedures. The network could provide the Western representative with insights about any barriers that the University systems pose for the designated groups and assist the University with ideas to remove these barriers.
 - In planning for and contacting potential networking organizations, consult with the Coordinator of Indigenous Services, the Coordinator of International Students Services and the Coordinator of Services for Students with Disabilities for assistance in identifying appropriate organizations and any other advice in approaching these groups.
10. Discuss with the PMA, UWOSA and CUPE 2692 ways to minimize the impact of the respective policies and/or collective agreement clauses encouraging internal promotion and promotion by seniority in job area(s) where the designated group(s) are under-represented, recognizing that the FCP requires unions to co-operate in efforts to remove barriers.
 11. Discuss with UWOFA and Public Service Alliance of Canada (PSAC) Local 610 ways to establish guidelines for non-biased hiring practices for faculty to use when they hire Research Scientists/Associates.
 12. Review job postings from an equity perspective:
 - Focus selection criteria on skills, knowledge and personal characteristics that are required to perform the job.
 - Review all job postings from a diversity perspective, to ensure that when the job requires the incumbent to serve, supervise or lead a diversity of students/clients/subordinates, that this is explicitly included in the job requirements and selection criteria.
 - Focus selection criteria on skills, knowledge and personal characteristics that are required to perform the job rather than on credentials or a set number of years of experience.
 - If a set number of years' experience is stated, ensure that this is the minimum number of years to do the job in the first weeks of work.
 - Unless the law requires a credential, ensure that the education requirement represents the minimum required to do the job (e.g., no higher credential than current incumbents) and that the phrase "or equivalent experience" is added to all requests for credentials. Ensure that hiring managers know how to assess equivalent experience.
 13. On the Position Description Form, add the caution that the credentials listed should be the minimum required for the job except where required by law.
 14. Revise the selection tests for entry level Hospitality Services staff to reduce the reliance on written English and to ensure that the level of verbal English is that which is required for the main job duties.
 15. Develop a procedure for informing all interview candidates about how to request accommodation for participating in the selection process.

Barriers to Staff Retention (Working Conditions)

16. Provide more support for women in balancing work and family responsibilities:
 - Discuss with the unions and faculty/staff associations the option of providing some paid time for care-givers for the care of sick children.
 - Provide parents of young children with assistance in finding suitable child care, when there are no available spaces in the on-campus child care facility.
17. Continue efforts to create a more pro-active recruitment process and a more welcoming work environment for women in skilled crafts and trades jobs.
18. Provide support services for the specific needs of women in non-traditional work, and for employees who are Aboriginal persons, members of visible minorities or persons with disabilities.⁹
19. Review and clarify the complaint procedures in the Non-Discrimination/Harassment Policies and in the non-discrimination and harassment articles in the collective agreements to include a more effective procedure for vulnerable complainants who are reluctant to file a complaint.
 - Continue to train all faculty and staff leaders in identifying harassing behaviours and impose an obligation on them to deal with the matter in consultation with the applicable Faculty/Staff Relations staff and/or EHRS staff. This could be included as part of the Respect in the Workplace program¹⁰.
 - Include an explicit procedure for staff and academic leaders to deal with a potentially poisoned work environment or to bring complaints to EHRS in the absence of a specific complainant. Ensure that academic leaders both within and outside the bargaining unit clearly understand and are held accountable for this responsibility.
 - Develop a data analysis of staff transfers and terminations by designated group. Where EHRS observes a pattern of transfers and terminations of designated group members from one work area, this should trigger an investigation in the absence of a specific complainant.
20. Develop a process for Faculty and Staff Relations personnel to document and report on the prevalence of harassment and discrimination cases resolved by their office, in the same format as is used by EHRS, and to send a yearly summary to EHRS to add into their yearly report.

Barriers to Staff Retention (Reasonable Accommodation)

21. Develop an Accommodation Policy and related procedures. These should include:
 - A central registry for technical aids owned by the University.
 - A central budget which Departments can draw on to pay for technical aids and other accommodations for employees with disabilities when the cost exceeds a specified amount.
 - In support of new employees with disabilities, develop and implement a process for ensuring that, when a job offer is accepted, the new hire is invited to discuss accommodation needs, and that any equipment or technical aids required be acquired as expeditiously as possible, preferably before the new employee's start date.

27. ⁹ Providing support comparable to that provided to students by the offices of Indigenous Services, Services for Students with Disabilities and International Student Services.

28. ¹⁰ See also Recommendation 5.

- In planning for access and accommodation of an employee, include the accommodations needed to get safely to and around the work location as well as doing the work itself.
22. Include on the membership of WODAC and the Barrier-free Committee, a representative from the senior leadership whose responsibility includes the overall planning for accessibility. Ensure that the responsibility for overall planning for accessibility is included in the performance evaluation of that leader. Establish regular communications between the Committee and the leader.

Attitudes and Organizational Culture

23. Continue ongoing training in Respect in the Workplace:
- Continue to train supervisors and leaders in how to encourage a respectful, harassment free workplace emphasizing the adverse impact of a poisoned work environment on members of designated groups.
 - Include training as part of employee orientation and periodically conduct 'refresher' training for all employees.
24. Develop a process for monitoring University-sponsored visual communications to ensure that a diversity of students and staff is consistently portrayed.

Barriers in Staff Training, Development and Promotion Processes

25. Provide support for sessional and permanent staff members for ESL training. Consider ways to provide support to contract employees for ESL training, possibly through a system of "bursaries."
26. Provide additional leadership development opportunities:
- Develop a formal mentoring system for staff and a process to ensure that designated groups get their fair share of mentors. Where possible, offer candidates mentors within their own designated group as well as other mentors.
 - Establish and communicate the opportunity for employees who aspire to a leadership position to participate in the Foundations of Leadership Program as preparation for advancement.
 - Encourage supervisors and managers to ask all staff members about their interest in special assignments, and to make efforts to share these assignments among all staff members.
 - In performance dialogue discussions with PMA staff, encourage leaders to discuss the employee's developmental needs related to their career aspirations, rather than only for current work improvement. Develop opportunities for similar discussions with other staff members.
27. Provide more training for managers and supervisors on managing a diverse workplace:
- Include in Foundational Leadership Skills modules on managers' responsibilities under the Ontario Human Rights Code, the University's Non-Discrimination/Harassment Policy, and related articles of the relevant collective agreements.
 - Include in Foundational Leadership Skills modules on managing diversity effectively, recruiting and selecting a diverse team, strategies to encourage team members to value difference, and issues related to each of the designated groups.
 - Provide managers and supervisors with ongoing training in human rights, employment equity and managing diversity.
 - Provide all leaders with training in non-biased recruitment and selection techniques.

28. Require that human resources staff within Faculties and Staff/Faculty Relations personnel engage in ongoing learning to develop a higher level of competency in all areas related to hiring and retaining a diverse workforce. Include diversity competencies in selection criteria for HR positions.

Barriers in Staff Termination Processes

29. Establish a process to obtain exit information on a confidential basis from employees voluntarily leaving their position, whether or not they are leaving the University. Invite interviewees to describe their designated group status, again on a confidential basis.

Accountability

30. Expand the workforce analysis to include more detailed information on a yearly basis:
 - Track and report data on new hires, promotions and terminations.
 - Research sources for designated group comparison data for faculty members by Department and/or Faculty and provide Faculties with a gap analysis using comparison data at the level of Department or Faculty as available.
 - Continue with plans to work with other universities to develop Canada-wide statistics by Department and Faculty.
31. Provide leaders with a gap analysis and other current equity data as a way of highlighting their personal responsibility for the FCP requirements.
 - Determine the appropriate data to provide Faculties in the yearly planning process as a basis for evaluating the outcomes of their efforts to hire and retain more women faculty and to promote women to tenured and senior Faculty positions (e.g., yearly hire, promotion and termination data). Produce and provide Deans with this Faculty-specific information and ask for an accounting of initiatives taken and results attained.
 - Provide leaders and HR staff with specific information on the extent of under-representation of designated groups by job categories within their area of responsibility. In the yearly performance evaluation process, hold Deans and managers accountable for initiatives and outcomes related to specific areas of under-representation.
 - Within the Faculty Planning Process, establish an accountability process for FCP outcomes (i.e., closing the gap for women.)
32. Organize the PSCEE report around the gaps identified in the workforce analysis. Provide a yearly assessment of initiatives and outcomes (i.e., change) related to each gap.
33. Assess the resources needed to implement Western's EE Plan based in part on these recommendations and provide additional resources where required.

2. DETAILED REPORT

INTRODUCTION

The purpose of the Federal Contractors' Program (FCP) is to ensure that provincially-regulated organizations which do business with the Government of Canada, develop and implement an Employment Equity Program that is designed to achieve and maintain equality in the workplace for all employees and, in particular, Aboriginal persons, persons with disabilities, members of visible minority groups and women (i.e., the designated groups). Any provincially-regulated organization that is in receipt of a Federal Government grant or contract of \$200,000 or more must, as a condition of receiving federal funds, commit themselves to implementing employment equity.

The University of Western Ontario, as a federal grant recipient of more than \$200,000, has signed a certificate of commitment to employment equity. The conduct of an ESR is an integral part of this commitment.

Does this mean, therefore, that there are 'strings' attached to accepting federal funds? The answer is 'yes', but this is no different from accessing or being in receipt of private funds or private endowments. There are always criteria, restrictions, caveats, obligations – in other words, 'strings' attached to the receipt of any funding. Consider government funding as a 'public endowment'. As such, the FCP states that if Western (and indeed all universities) wishes to continue to access federal funding, then the university shall ensure that its workforce population fairly and equitably reflects the workforce population from which it draws its staff and faculty members.

This ESR Report makes a number of recommendations in support of achieving employment equity for members of designated groups. These recommendations are designed to effect change ... change in the way Western conducts business with respect to the recruitment, selection and retention of those groups who are underrepresented in their particular employment equity occupational groups (i.e., EEOGs) – faculty and staff.

The conduct and results of Western's ESR are consistent with its own strategic goals. In conducting employee interviews and focus groups as part of the ESR, a strong, common, collegial theme emerged – voiced by both faculty and staff - that Western wishes to provide *the best student experience among Canada's leading research-intensive universities*. Western's commitment to achieving employment equity will ultimately enhance both the student and the employee experience.

The consultants wish to acknowledge the contribution made by all the ESR participants and particularly the active support of the staff of Equity and Human Rights Services (EHRS).

In order to maintain confidentiality and respect the privacy of the ESR participants, some of the barriers/issues/concerns expressed in this Report cannot be detailed in any more expansive way than is herein presented.

Purpose of the ESR

The purpose of the ESR was to gain insights into the reasons for the gaps noted above and suggest alternative policies and practices which will support equality of opportunity for all employees and potential employees.

Background

The University of Western Ontario updated its Workforce Survey as of March 31 2008 across all locations and continues to update its Employment Equity (EE) database. In the updated survey, the University achieved a return rate of over 80% - a rate that provides a level of reliability sufficient to provide a valid basis for employment equity planning. As part of its commitment to the FCP, Western decided to conduct an Employment Systems Review (ESR) at this time to assist in its equity planning.

Western's Workforce Analysis Summary Report 2008, based on an updated workforce survey as of March 31 2008, found significant¹¹ gaps in the following occupational groups (listed from largest numerical gap to smallest).¹²

Table 1. Summary – Significant Gap Analysis

Women			
EEOG ¹³		GAP	
#	Name	#	%
	Faculty	- 131	19%
8	Skilled Sales & Service	- 4	22%
9	Skilled Crafts & Trades	- 4	80%
Visible Minorities			
EEOG		GAP	
#	Name	#	%
2	Middle & Other Managers (Staff)	- 15	65%
3	Professionals	- 81	49%
13	Other Sales & Service ("A" group only)	- 13	76%
Persons with Disabilities			
EEOG		GAP	
#	Name	#	%
3	Professionals	- 14	33%
7	Admin & Senior Clerical	- 6	43%
Aboriginal Persons			
EEOG		GAP	
#	Name	#	%
3	Professionals	-5	63%
	Total Western workforce	- 9	

29.

30. ¹¹ Numerical gaps of three or larger **and** percentage gaps of 20% or more are considered "significant" by FCP definition. Numerical gaps of 30 or larger are considered significant regardless of the percentage gap. See Appendix A for how % gap is calculated.

31. ¹² For more details, see Western's Workforce Analysis Summary Report 2008.

32. ¹³ EEOG or Employment Equity Occupational Group refers to a federal classification system based on the National Occupational Categories.

METHOD

The FCP requires that Western conduct an ESR to explain the gaps found in the current workforce analysis (the gaps identified above). The ESR allows the organization to get an in-depth look at its human resources management systems.

The consulting firm of Barbara Herring & Associates Inc. in association with Hitner Starr Associates carried out the ESR in January to June 2009. The ESR methodology and analysis conforms to the Guidelines set out by Human Resources and Social Development Canada for the FCP.

The ESR included a review of all policies and documents related to human resources: recruitment, selection and hiring; training and development; promotion; retention and termination; reasonable accommodation; working conditions and attitudes; and corporate culture.

In particular, the ESR reviewed collective agreements, administrative policies and procedures, hiring policies, recruitment advertisements, on-line application process documents, orientation materials, training policies, materials and programs, accommodation policies and documents, documents related to discipline and termination.

The ESR included interviews/focus groups with a total of 107 employees, including:

- 2 staff in EHRS (Director and Advisor)
- 3 other interviews with Equity/Diversity-related employees within Faculties
- 12 interviews with Human Resources staff (Employee Services staff and staff within Faculties),
- 2 staff from Rehabilitation Services
- 5 interviews with senior leaders
- 6 interviews with faculty leaders (Chairs and Deans)
- 9 interviews with staff leaders (Directors, Managers)
- 21 interviews with representatives of employee unions and associations
- 20 interviews with other faculty and library staff
- 36 interviews with other staff.
- Interviewees included members of Presidents' Advisory Committee on Employment Equity (PSCEE), the Joint Employment Equity Committee (JEEC) and Western Ontarians with Disabilities Act Committee (WODAC), and staff in Indigenous Services, Services for Students with Disabilities and International Student Services (services with the Student Development Centre).

Of the 107 employees, 2 (2%) were Aboriginal persons, 11 (10.3%) were members of visible minorities, 3 (2.8%) were persons with disabilities and 71 (66.4%) were women. 18 (16.8%) did not belong to any of the designated groups.

While the total number of interviewees represents a small percentage of the Western workforce, the views were highly consistent with each other and thus provided the consultants with a unified picture of Western's employment systems.

The ESR analysis consisted of a review of each policy and the practices described by the interviewees to identify potential barriers.

Communications and Consultation

In addition to the interviews described above, the consultants worked with EHRS and with a union consultation group representing all parts of the organization.

In preparation for the ESR, the consultants met with the union consultation group to orient them to employment equity and the requirements of the FCP. At this meeting the group reviewed the findings of

the workforce analysis and had an opportunity to provide the consultants with advice and input on conducting the ESR.

The University leaders announced the ESR to faculty and staff members using all typical University communications vehicles.

Where the general voluntary invitation to all faculty and staff did not result in sufficient numbers of designated group employees in an EEOGs where they were under-represented, EHRS staff identified these employees through the workforce analysis data and sent them a confidential personal email inviting them to take part in the ESR. Employees who agreed to participate through this process were contacted by staff in EHRS to set an appointment for a telephone or personal interview with the consultants.

From June 3 to 19 2009, when the ESR analysis was in draft form, EHRS staff, senior HR executives and the union consultation group reviewed the findings of the ESR and suggested strategies to address each barrier identified. These suggestions were taken into account in developing the ESR recommendations.

Western has an ongoing President's Standing Committee on Employment Equity (PSCEE). As mandated in Western's Employment Equity Policy, PSCEE is charged with assisting the University and EHRS with endorsing and fostering behaviours and initiatives that advance employment equity at Western. To assist in this regard, each year the Committee examines the workforce analysis prepared by EHRS. Based on this review, the Committee makes recommendations to the President, with the intention of ensuring that Western's policies and practices do not disadvantage members of the designated groups.

PSCEE includes:

- Representatives of the unions representing Western employees (University of Western Ontario Faculty Association - UWOFA, UWOFA Librarians and Archivists, University of Western Ontario Staff Association - UWOSA, Public Service Alliance of Canada (PSAC) - Local 610, Selective Administrative Group Employees (SAGE), Canadian Union of Public Employees (CUPE) Local 2692, CUPE Local 2361, Professional and Managerial Association (PMA)
- President's Appointee for Senior Administration,
- Associate Vice President, Human Resources,
- Vice Provost, Academic Planning, Policy and Faculty,
- President's Appointee for Indigenous Peoples,
- President's Appointee for Persons with Disabilities,
- President's Appointee for Visible Minorities,
- President's Appointee for Women,
- EHRS staff members.

PSCEE members had an opportunity to provide input into the ESR through focus groups and individual interviews with the consultants. Their views and suggestions are incorporated into this Report.

The unions and associations were consulted in several ways:

- Union and association representatives were invited to provide comments on strategies for the ESR and on the draft ESR Report via an EE consultation group,
- Interviews and/or focus groups were conducted with union/association representatives and members, and
- PSCEE members were consulted through the interviews and focus groups.

In conducting interviews and focus groups, the consultants used interview guides, which are included as an Appendix B of this Report (separate document).

Ongoing Review and Record Keeping

Part of the mandate of PSCEE will be to review new employment policies and practices on an annual basis to ensure that they do not create barriers.

EHRM will keep a description of the activities undertaken and of the results of the ESR until completion of the next compliance review.

RESULTS

The ESR identified a number of barriers that have likely contributed to the under-representation of designated group members in Western's workforce. As with most employers, Western has had both positive successes and some barriers with respect to developing a workforce that mirrors the population. In order to focus the review and for brevity, the Report must focus mainly on the barriers. However, as a preface to the barrier identification, it is helpful to review some of Western's equity accomplishments to date.

Accomplishments

The University has made significant efforts to create an equitable and harassment-free workplace. The following are some of the most significant initiatives:

- Presence of EHRS with two full time staff, whose mandate is to support the commitments Western has made to diversity and to provide a work and study environment for faculty, staff and students that is free from harassment and discrimination.
- Western has a University-wide Non Discrimination/Harassment Policy, as well as an Employment Equity Policy.
- The collective agreements of all of the unions and associations include articles prohibiting harassment and discrimination and setting out procedures to be followed in the case of breach of these articles.
- Five of the major unions and associations have articles on employment equity in their agreements. (UWOFA, UWOFA – Librarians & Archivists, UWOSA, PMA and SAGE)
- The University has created Duty to Accommodate Guidelines to assist with accommodating the needs of its community members.
- The University has a number of committees to promote and support the University's employment equity commitments, notably PSCEE and JEEC.
- The University has three committees working on various issues around access and accommodation for Persons with Disabilities:
 - WODAC oversees the University's compliance with the Accessibility for Ontarians with Disabilities Act (AODA)
 - The Barrier-Free Committee reviews plans for new buildings and renovations and makes recommendations to make the buildings more accessible.
 - A student committee (CARE) has a fund from the University for access and accommodation measures for students with disabilities.
- The Provost provides funding to cover 50% of the first year salary of new women faculty and Aboriginal faculty.
- In response to feedback that retention of women faculty is jeopardized when the spouse/partner is unable to find suitable employment in the London area, staff in Faculty Relations provides help in getting the spouse/partner placed. The University provides 33.3% of the base salary on a continuing basis to help create Limited-Term faculty positions for spouses of new hires. In addition, the UWOFA collective agreement includes a provision for suspending the normal advertisement for a Limited-Term Appointment when considering the appointment of a spouse/partner of a successful candidate for a probationary or tenured faculty appointment.
- JEEC, with the support of EHRS staff, developed an Employment Equity Guide for Appointments Committees and other committees established under the UWOFA and UWOFA - Librarian/Archivists collective agreements.
- The Provost has instructed the Deans that every Appointments Committee should review the contents of the Employment Equity Guide as a training strategy regarding the recruitment and selection of a diversity of faculty candidates.
- Some Faculties specifically support their own women graduate students and encourage them to prepare and apply for positions within the Faculty.

DETAILED REPORT
Results - Accomplishments

- The University community developed a video “Voices of Diversity,” illustrating and discussing challenges that students, faculty and staff in the designated groups face at Western. Faculty and staff leaders are being encouraged to use the video as a teaching tool for staff development.
- The University developed a workshop “Respect in the Workplace,” to address issues of harassment and bullying in the workplace.
- EHRS provides training for the Western community on the Non Discrimination/Harassment Policy and on diversity.
- WODAC, with support from EHRS has developed a location on the Western website where all the University’s services for persons with disabilities have been gathered together for easier access. The site highlights the University’s successes and challenges in making Western accessible to all.
- The University has created a poster and other materials for use in recruiting staff from the Indigenous community. The Director of Staff Relations, with support from the Coordinator, Indigenous Services, has visited the local Indigenous community to develop relationships for the purpose of promoting employment in Western’s staff jobs.

Faculty

Women are the only designated group under-represented among faculty. The Western data show that women are particularly under-represented among full professors. The workforce data over the past three years show progress on closing the gaps in this area.

Further data analysis by subject area conducted by the consultants suggests that women are under-represented in Business, Law, Medicine/Dentistry, Science, Social Sciences compared to the availability of women among PhD holders in those subject areas¹⁴.

For many years the University has had an active 'Western's Caucus on Women's Issues'.

Barriers in Faculty Outreach, Recruitment, Selection and Hiring

In some Faculties, an emphasis on traditional content and traditional teaching/research approaches may discourage women job seekers.

Women and other designated groups are reported to be more likely than are others to work in non-traditional areas of study, and to teach and do research in non-traditional ways. Thus, these groups are more likely to be affected than are others by a lack of a welcoming and encouraging environment for diverse points of view. The University's Employment Equity Guide describes how a focus on traditional subject areas tends to exclude job seekers from the designated groups.

At Western, there is a strategy for Departments and Faculties to develop what one faculty member referred to as "areas of excellence" in a limited number of subject areas and to focus recruitment for faculty in these areas. Since current senior faculty members choose these areas of focus, the subject areas are most likely to be ones of interest to senior faculty and thus may exclude newer and less traditional areas. To the extent that the areas of focus create a focus on traditional subject areas, the "best" job applicants are likely to replicate the current workforce.

There has been no analysis to date to determine whether or not the current areas of focus tend to be more male dominated than the field as a whole (e.g., philosophy of science may be more male dominated than the field of philosophy as a whole).

Negative reactions toward women faculty in the past constrain current job seekers.

Interviewees in some Faculties indicated that women job seekers in some fields are reluctant to apply for positions at Western because of a negative reputation with respect to women in those Faculties. That is, faculty reported that in some subject areas, women pass on to other women job seekers that Western Department/Faculty is not considered a "woman-friendly" work environment.

Lack of suitable employment for spouse/partner

Since working wives in dual-earning families in Canada tend to earn less than their male partners¹⁵, the lack of suitable employment for a male partner of a female job seeker is likely more significant to the family than the lack of suitable employment for a female partner of a male job seeker.

33. ¹⁴ The consultants compared the representation of women in Western's Faculties compared to the representation of women graduating from Ph.D. programs in Canada (Survey of Earned Doctorates. The Daily, Monday April 28 2008, Statistics Canada). While this comparison is somewhat problematic in that the Faculties at Western do not consistently match the categories in the Statistic Canada research, some general conclusions are suggested.

¹⁵ In Canada in 2003, working wives in dual-earner families earned 34% of the family income. In 2003, only 28% of women in dual-earner families earned more than their male partner. (Source: *Women in Canada, 5th edition, Statistics Canada Catalogue no. 89-503-XIE, 2006.*)

In recent years, as a positive measure, the University has established a budget for positions that are awarded to spouses of current faculty. Further, the UWOPA collective agreement includes a provision for an Appointments Committee to suspend advertisement of a limited term position in order to appoint the spouse of a successful probationary or tenured faculty member¹⁶. Some interviewees said that there is still a stigma attached to these positions; that is, other faculty members consider that a “spousal appointment” means the person is less qualified and/or competent than those hired through the regular appointment process. This is likely to make the incumbent feel less well respected than are other faculty members.

The consultants have no specific recommendations to address this barrier. However, some of the discussion and recommendation in the section on Attitudes and University Culture may have some relevance (e.g., Recommendations 5 and 6)

Less than optimal accountability mechanisms

First, a lack of detailed data regarding women faculty makes it difficult to pinpoint areas of success and those of challenge. While there are some relevant availability data on women academic job seekers by subject area/Faculty from Statistics Canada,¹⁷ the lack of uniformly consistent comparison data has meant that, to date, no part of that comparison data has informed the assessment of which Faculties have particular opportunities to hire more women¹⁸. While this comparison is not required by the FCP reporting protocol, it would be very helpful in determining which Department/Faculties had particular **opportunities** to hire more women faculty.

As well, no data are available on yearly hiring, promotions and terminations of women faculty. Thus it is not possible to determine whether the under-representation of women among faculty is due to historical under-representation (perhaps now being remedied) or to current hiring practices or to issues of retention of women.

Second, the Deans and, through them, the Appointments Committees are provided with copies of the Employment Equity Guide but there is no follow-up to ensure that committee members are reading and using the ideas contained in the Guide.

Third, the Appointments Committees are required to submit a search report on the number of women applicants and the number of women interviewed and hired, but there is no written or stated consequences for lack of success in reaching, recruiting or hiring women faculty.

While there is currently no under-representation of the other designated groups, it is noted that the instructions to Appointments Committees include that they should report on any other designated group status for which data are available, but there is no process in place to collect this data.

Consultants' Recommendations

1. Examine the gender balance of professors in subject areas of focus identified at Western compared to the field as a whole to determine if the choice of area creates a systemic barrier to women. In fields where this analysis suggests a gender bias, require the Faculty to propose strategies to balance off this bias.
2. In Faculties where women are under-represented compared to subject-level availability, require Appointments Committees to submit a plan to the Provost's office for outreach to potential women

34. ¹⁶ Under the UWOPA collective agreement, the spouse could later apply for a probationary position. The agreement allows an Appointments Committee, with agreement of the Dean and Provost, to waive advertisement for a probationary faculty position when a suitable limited term candidate is available.

35. ¹⁷ Survey of Earned Doctorates. *The Daily*, Monday April 28 2008, Statistics Canada.

36. ¹⁸ The JEEC and EHRS are currently discussing how the Statistic Canada data could be used as a comparator.

candidates. Further require these committees to show that they have been successful in recruiting viable women applicants before the selection process can proceed. As is currently the procedure, continue to require Appointments Committees to present the rationale for their final selection to the Provost's office before the unit head undertakes negotiations with the successful candidate.

3. Expand the current initiatives to provide additional support for job search in the London area for spouses of successful probationary or tenured faculty members for jobs

Barriers to Faculty Retention (Working Conditions, Reasonable Accommodation, Attitudes, Development and Promotion)

Less than optimal accommodation to balance work and family

Western provides good maternity and parental benefits for faculty and does not count the time taken for maternity and parental leave in determining when assessment for tenure takes place. The University also provides on site child-care with 50 spaces reserved for faculty.

However, interviewees pointed out additional areas where the University could provide more assistance to women with young children. Specifically, Chairs of Departments or Deans, who assign service and teaching assignments to faculty, are not required to take into account faculty who are balancing work and family responsibilities. That is, it would be helpful if Chairs consulted with faculty who are parents of young children to find service work that would most easily allow for balancing work and family responsibilities (i.e., roles with a lighter number of hours and few responsibilities outside work hours), and to discuss teaching times that are least likely to be impacted by family events¹⁹.

In fields where faculty are expected to have labs with graduate students and lab assistants working for them, women reported that they cannot "stop the clock" on this work while they are away on maternity leave.

In some fields, women believe that industry jobs have advantages over those in academia, particularly for balancing work and family responsibilities

For example, the workload of faculty members in Science may be higher in academia than in industry, so women who are balancing work and family responsibilities may prefer jobs in industry (where the pay is also higher).

Chairs and Deans do not consistently take responsibility for maintaining a respectful work environment

Chairs and Deans report that they see their role as "first among colleagues" and see themselves as leaders (leading through persuasion) rather than managers. Chairs are members of UWOFA. Some Chairs reported that they did not have the authority to bring alleged harassment and discrimination violations to the attention of their Faculty unless there was a formal complaint. Thus, interviewees reported witnessing individual faculty members who were considered to be disrespectful and, in some cases, harassing, yet were not disciplined for this behaviour. This appears to be in contradiction to the University's Non-Discrimination /Harassment Policy that includes a "commitment to study and work in an environment free from harassment and discrimination" and to the non-discrimination and harassment article in the UWOFA collective agreement.

When Chairs and Deans fail to exercise their managerial obligation to ensure a respectful, harassment-free work environment for all employees for whom they are responsible, especially when they have

37. ¹⁹ For example, parents who find that their child is ill in the morning are better able to make alternative arrangements to cover their teaching responsibilities if these classes are not in the early morning.

knowledge of adverse behaviour, Chairs and Deans may well be considered 'liable parties' in the event of a harassment complaint to the Human Rights Tribunal of Ontario.

Women are not supported enough in their upward mobility

Evidence in Canadian workplaces in general indicates that individuals in the workplace are more likely to socialize with and support others who are demographically similar to them²⁰. This is termed "cloning" and is related to social networks.

In the absence of a formal mentoring program, informal mentoring is likely to be influenced by "cloning" – that is men tend to mentor men, women to mentor women. Since women are particularly under-represented among senior faculty, cloning may result in more mentoring for men than women. Interviewees in the current ESR supported this hypothesis. Senior women faculty said that younger women often seek them out as mentors.

Women interviewees said that it is important to have a good mentor in order to make the right (smart) choices with respect to research, teaching, service and maintaining an appropriate balance between work and personal life. In some cases, women faculty said that (women) mentors sometimes corrected erroneous information given to them by members of their own Department/Faculty.

Since senior women are in the minority, they tend to have more than their share of requests to be a mentor. Because it is informal, the time taken to mentor junior women faculty members is not taken into account in calculating their service contribution.

Similarly, since the University wants women to be represented on all committees, women tend to have more than their share of requests to serve on committees, which in some cases may impact on their performance as judged by Promotions and Tenure Committees.

Lack of equity training for Promotions and Tenure Committee members

Given the different impact on women of some working conditions and development processes described above, it is a further barrier if members of Promotions and Tenure Committees are not aware of or taking into account these differential impacts.

Consultants' Recommendations

4. Provide more support to faculty in balancing work and family responsibilities:
 - For women and men who identify themselves as care-givers of young children²¹ (i.e., those who do not have a spouse/partner at home caring for the children) or other dependents, require Chairs and Deans to discuss with these care-givers how the Department/Faculty can support their dual role by, for example, reviewing the type of service contribution they are asked to make or the teaching times assigned. Provide an appeal process up to and including the Provost's office for care-givers who do not believe their reasonable requests have been accommodated.
 - In Faculties where women are under-represented compared to availability in their subject area, provide funding for up to one-year appointments of researchers who can manage the lab of a care-giver who is on maternity or parental leave.
5. Strengthen the Non-Discrimination/Harassment Policy to make clearer the responsibility of academic leaders for a respectful workplace, and the actions academic leaders are expected to take when they observe a breach of this article. Discuss with the University of Western Ontario Faculty Association

38. ²⁰ See for example Gary Johns, Alan Sachs. Organizational Behaviour. 2008.

39. ²¹ Young children are usually considered to be those up to the age of 11 since at this age children may remain at home unsupervised.

(UWOFA) ways to similarly strengthen the non-discrimination and harassment articles of the collective agreement.²²

6. Develop a formal mentoring system to ensure that each non-tenured faculty member and those working toward full professorship are provided with the advice, support and encouragement they need to succeed. Where possible, provide women and other designated group candidates with access to mentors of their own group, without imposing the requirement for such a match.
7. Provide more leadership development related to the designated groups:
 - Develop an equity training process for Promotions and Tenure Committees and require Deans to ensure their committees undertake this training.
 - Mandate new Chairs to access leadership training related to equity, human rights and designated group issues.
8. Consider ways in which Western can send a definitive message to the academic community that Western is now welcoming of women faculty.

40. ²² See parallel recommendation for administrative managers (Recommendation 19)

Staff

As described in the Introduction, there are gaps in a number of the staff job areas (EEOG's)²³:

- Middle and Other Managers - members of visible minorities.
- Professionals [e.g., Programmer/Web designer, Analysts (e.g. Financial, Planning, Database), Physician, Nurse, Co-ordinators (e.g. Systems, Program), Research Scientist/Associate, Engineer and Librarian/Archivist] - all designated groups except women.
- Admin & Senior Clerical - Persons with Disabilities
- Skilled Sales & Services (e.g., Chef, Cook, Senior Buyer, Sergeant/ Constable) – women
- Skilled Crafts & Trades - women
- Clerical – Persons with Disabilities
- Other Sales & Services (e.g., food servers and cashiers) - members of visible minorities.

In addition, Aboriginal persons are slightly under-represented in a number of EEOGs. Thus the FCP requires Western to look at barriers to Aboriginal persons across the organization as a whole.

Barriers in Staff Outreach, Recruitment, Selection and Hiring

Advertising of jobs only on the Western website restricts recruitment to “insiders”

The University generally recruits for staff by placing a job ad on its own website and, for work groups where staff members do not have computers, via job postings on a job board in the worksite. The general public may not realize that this is the only place where some Western jobs are advertised. This restricted advertising tends to function as “word of mouth” recruitment; that is, friends and family of people working at Western are more likely than others to know how to find the job ads. As described earlier, there is a general tendency for people to have friends who are demographically like themselves (termed “cloning”). They also often have stereotypical images of who is suited to a particular job. Thus, recruitment via the Western web-based system without significant outreach efforts is likely to replicate the demographics of the current workforce.

Web-based recruitment does not apply to jobs in the Other Sales & Services EEOG. There are a small number of full time, full year positions (“A” group), typically recruited on the basis of seniority from among sessional staff. Most jobs in this EEOG are “seasonal” positions (“B” group) (i.e., for the 8 months of the school year) subject to lay-off in the off-season times, and typically recalled on a seasonal basis. Other positions in this EEOG are casual, on-call positions (“C” group). Neither seasonal nor casual staff members are included in the FCP data and include about 60% students. The remaining 40% may constitute a feeder group for the seasonal positions.

Job seekers are recruited for these positions through ads in the local media, which invite them to a yearly job fair. At the job fair, applicants are screened through a brief interview and a paper-based (i.e., written) test and are required to fill out an application form.

Little outreach recruitment

Western does not have a systematic plan to contact community groups and in other ways promote employment at Western. Hiring managers and recruiters appear to know very little about how to reach and attract members of the designated groups and were not knowledgeable about the FCP workforce analysis as it pertained to their job areas.

In the past two or three years, some specific outreach efforts have been undertaken:

²³ For more details, see Western's Workforce Analysis Summary Reports (e.g., 2007 and 2008) 41.

- The University has developed apprenticeships for women in trades and has been successful to date in retaining one of the electrical apprentices,
- Some outreach to immigrant services has been initiated by EHRS staff, and
- In the past two years, Staff Relations has developed outreach recruitment materials and a staff member has visited the local Indigenous community. There has been some outreach at both the staff and faculty level for Aboriginal-focused positions.

Regarding Aboriginal job-seekers, interviewees reported that members of the Indigenous community continue to experience racism in the City of London and have no reason to expect that the University “in the heart of the city” would be different. Thus, ongoing outreach efforts are important to encourage Aboriginal job applicants.

The application system is atypical and thus more difficult for people outside the system to use

The application system does not allow applicants to send a resume and cover letter – a system almost universally used outside Western. One interviewee pointed out that community employment counsellors teach job seekers skills in writing resumes and cover letters.

Even some Western staff described the application system as cumbersome and difficult to operate. Some felt that when they “cut and pasted” their resumes into the various boxes on the on-line application form, it did not describe them as well as did the original document.

Human resources staff said that they were willing to help a job seeker fill in the application form, but many job seekers in the designated groups would not know that this services was available or welcoming to them.

As with the recruitment system, the application system promotes the hiring of internal candidates, Western students and former students and friends and family of current staff members, and tends to replicate the demographics of the current workforce.

Professional and Managerial policies, which allow for promotion through appointment without competition, favour internal candidates.

Under policies governing Professional and Managerial jobs, hiring managers are allowed to appoint staff in the unit to these positions if a suitable internal candidate is available (Article 5.00). Further, all PMA jobs must be advertised internally before externally (Article 4.05). These policies are positive in motivating the current workforce and encouraging the development of staff. However, to the extent that designated groups are under-represented in the workforce, internal appointment or promotion will pose a barrier to change.

These policies are a particular barrier since Aboriginal persons, persons with disabilities and members of visible minorities are all under-represented in professional positions and members of visible minorities are also under-represented in manager positions as well.

The UWOSA collective agreement includes clauses favouring internal promotion over external hiring

The UWOSA collective agreement states, “If there is no employee applicant (covered by this Agreement) with the skill, ability and qualifications to perform the requirements of the position, Western may fill the position from any source.” Like the policies covering PMA positions, this clause is likely to support the current demographics of the workforce. This is a barrier to persons with disabilities who are currently under-represented in the Admin & Senior Clerical and Clerical EEOGs.

Internal recruitment based on seniority for jobs in Hospitality Services

Recruitment of full time staff (“A” group) from among the sessional staff (“B” group) based on seniority is likely to be a barrier to members of visible minorities since they are likely to be more recent entrants to sessional jobs in this EEOG.

Research Scientist/Associate positions are typically filled outside the Western recruitment/selection process

Some Professional EEOG jobs are research jobs in Faculty labs, often paid with grant funding. Faculty members recruit these researchers primarily through informal systems (e.g., word of mouth in the particular field) and are not bound to follow a selection process. This informal system is a potential barrier to Aboriginal persons, persons with disabilities and members of visible minorities since these designated groups are under-represented in the Professional EEOG.

There appears to be no university oversight on the hiring process for these positions, although the FCP holds the university accountable for an equitable outcome.

Job ads do not include the requirement for diversity skills

This is a particular unjustifiable omission for jobs with a student services component and for supervisory and leadership positions. All employees in these positions need skills for responding sensitively and effectively to a diversity of students, faculty and staff. In the case of students these skills are critical to “providing the best student experience . . .” – one of the central Western commitments.

Credentialism and Requirement for Years of Experience

Many job ads include the requirement for a general university degree. In some cases, no subject is specified or a subject is specified only as ‘preferred’. Some managers indicated that they were working towards increasing the credentials required for jobs in their area. Staff interviewees indicated that the fact that they were working toward a degree was not considered sufficient to fulfil the credential requirements until the degree had been attained. Only one of the job ads indicated that a “degree in progress” was acceptable.

Statistics Canada indicates that Aboriginal persons and persons with disabilities, on average, have lower levels of education than other job seekers. Thus, the requirement for non- *bona fide* credentials and for credentials without the possibility of “equivalent experience” is a systemic barrier to these designated groups.

The requirement for a set (excessive) number of years’ experience tends to advantage the traditional workforce. This can disadvantage members of all of the designated groups who may have been excluded from parts of the workforce until recent years (e.g., women in crafts and trades jobs).

On the Position Description Form, a note under the section *Required Knowledge and Competencies* reminds the reader that this should be the minimum level to do the job. However, there is no similar caution regarding credentials.

Selection tests for jobs in Hospitality Services (Other Sales & Services EEOG) require facility in English beyond the job requirements

The paper-based tests for jobs at the job fair are a potential barrier to members of visible minorities who are new immigrants and whose first language is other than English. While these jobs have some reading requirements (e.g., procedures and health and safety instructions and labels), it appears that such requirements could be accommodated on the job.

No information given to job applicants about how to obtain accommodation needed for participation in the interview

The job ads and postings often include a statement of commitment to inclusion of all groups but do not indicate whom to contact if the applicant needs accommodation to participate fully in the hiring process. Human resources staff members said that there was no mention of accommodation when applicants are invited for an interview. Human resources staff indicated that they would arrange for accommodation if this were requested, which is positive. However, without an explicit message that accommodation is possible, a job applicant with a disability may be reluctant to disclose their need as s/he may believe it would jeopardize her/his chance of success.

Consultants' Recommendations

9. Provide more outreach to designated group job-seekers:
 - Place ads regularly or on a continuing basis in locations that reach a wide audience of job seekers to inform job seekers to check the Western website for job ads. These should include Monster, Workopolis and the London Free Press.
 - Contact employment counsellors in the local area to inform them of the need to check the Western website for jobs and about the Western application process.
 - Develop a network of organizations through which designated groups find jobs (e.g., Indigenous community organizations, organizations related to ethnic and racial groups, settlement services for new immigrants, organizations that assist persons with disabilities to find employment, organizations for women in non-traditional job areas). This network would provide Western contacts (e.g., Staff Relations personnel) with an opportunity to explain the types of jobs available at the University and the typical job requirements, and to inform members of the network about the Western website and the application procedures. The network could provide the Western representative with insights about any barriers that the University systems pose for the designated groups and assist the University with ideas to remove these barriers.
 - In planning for and contacting potential networking organizations, consult with the Coordinator of Indigenous Services, the Coordinator of International Students Services and the Coordinator of Services for Students with Disabilities for assistance in identifying appropriate organizations and any other advice in approaching these groups.
10. Discuss with the PMA, UWOSA and CUPE 2692 ways to minimize the impact of the respective policies and/or collective agreement clauses encouraging internal promotion and promotion by seniority in job area where the designated group(s) are under-represented, recognizing that the FCP requires unions to co-operate in efforts to remove barriers.
11. Discuss with UWOFA and PSAC Local 610 ways to establish guidelines for non-biased hiring practices for faculty to use when they hire Research Scientists/Associates.
12. Review job postings from an equity perspective:
 - Focus selection criteria on skills, knowledge and personal characteristics that are required to perform the job.
 - Review all job postings from a diversity perspective, to ensure that when the job requires the incumbent to serve, supervise or lead a diversity of students/clients/subordinates, that this is explicitly included in the job requirements and selection criteria.
 - Focus selection criteria on skills, knowledge and personal characteristics that are required to perform the job rather than on credentials or a set number of years of experience.
 - If a set number of years' experience is stated, ensure that this is the minimum number of years to do the job in the first weeks of work.
 - Unless the law requires a credential, ensure that the education requirement represents the minimum required to do the job (e.g., no higher credential than current incumbents) and that the phrase "or equivalent experience" is added to all requests for credentials. Ensure that hiring managers know how to assess equivalent experience.
13. On the Position Description Form, add the caution that the credentials listed should be the minimum required for the job except where required by law.

14. Revise the selection tests for entry level Hospitality Services staff to reduce the reliance on written English and to ensure that the level of verbal English is that which is required for the main job duties.
15. Develop a procedure for informing all interview candidates about how to request accommodation for participating in the selection process.

Barriers to Staff Retention (Working Conditions)

The following areas were examined under working conditions: administrative policies and procedures, collective agreements, website and visual materials, employee assistance program, leaves of absence, reduced responsibility policies and practices, other alternative work arrangements, work-family balance, the Non-Discrimination/Harassment Policy and complaints process and non-discrimination and harassment articles in the collective agreements, Respect in the Workplace training, and termination processes, retention of part time workers.

For women, less than optimal accommodation to balance work and family

While Western offers good maternity and parental benefits, there are barriers for parents after that time period:

- Under many of the collective agreements, staff must use vacation time to care for a sick child or other dependent²⁴. This could leave some parents with little or no paid vacation.
- While Western has on-site childcare, for staff, the waiting list can be up to two years.

Lack of support for Aboriginal employees in balancing work and personal responsibilities

Typically, Aboriginal employees have more responsibilities to extended family and community than do other employees. For example, Aboriginal persons may have a responsibility to attend the funeral of unrelated family members, or to take care of children who are not their direct dependents. Thus, there is the potential for them to be more negatively impacted by a lack of employer flexibility in balancing work and other responsibilities (e.g., employment policies and practices regarding hours of work or absenteeism). Interviewees were unsure as to whether the EAP provider can provide service that is culturally knowledgeable or appropriate for Aboriginal employees.

On campus, student support services include special services to support Aboriginal students as well as services to support international students and students with disabilities. Since staff members often require similar services, it would be helpful to extend these student services to include support for relevant staff.

Complaints-based and mediation-based system for responding to harassment and discrimination complaints may be difficult for members of the designated groups to use

Aboriginal and visible minority staff members, staff with disabilities and women in traditionally male jobs feel "visible." Some are likely to feel vulnerable due to lifelong experiences with racism and other forms of harassment and discrimination. Women in non-traditional jobs, for example, may be reluctant to complain about harassing or adverse behaviour, as complaints may further alienate them from their peers. Members of designated groups tend to be somewhat reluctant to lodge formal complaints or to stand out in any way. Perceived instances of harassment and discrimination are not always reported. Thus, it is essential for supervisors and managers to be vigilant to maintain a respectful work environment and be proactive in using the discipline process to confront adverse behaviours.

As a positive measure, Western has developed and is implementing "Respect in the Workplace" training and many faculty/staff members are being asked to attend the training.

²⁴ One exception is UWOSA that provides up to three days leave for members to attend to urgent/critical health needs of the family.

The Physical Plant and Capital Services Division (Physical Plant) at Western has made some serious efforts to address issues of respect, including training all staff members in Respect in the Workplace, reminding supervisors during their performance assessments of their responsibility for ensuring a respectful workplace, providing orientation for new staff regarding a respectful workplace, and repeating Respectful Workplace training for all staff every 3-4 years.

Hospitality Services is also ensuring that all staff, supervisors and managers attend the Respectful Workplace sessions.

The Respect in the Workplace training is not focussed on the designated groups but is generalized to include everyone. This approach is positive in that it does not focus attention on designated groups who are trying to fit in to the work environment.

However, the risk of this general approach for leaders is that they may not learn that they need to be particularly vigilant with respect to the designated groups as potential targets of general workplace hostility. For example, several men in a workplace may make derogatory remarks about women in their field in general, without reference to a particular woman co-worker. Where a supervisor or manager judges that such general hostility may create a poisoned work environment for (all) women in their work area, a systemic response is needed.

When members of designated groups make complaints related to the Non-Discrimination/Harassment Policy, their overall sense of vulnerability may result in a perceived and often actual power imbalance. Thus, a complaints-based and mediation-based system may not be effective to address their concerns.

Western's Non-Discrimination/Harassment complaints system appears to favour informal, mediation-based resolution of complaints. EHRS staff encourages resolution by mediation where possible. Even when an external investigator has established the likely validity of a complaint related to the Non-Discrimination/Harassment policy, the process calls for another attempt at mediation.

The EHRS Annual Reports indicated a few complaints based on race²⁵ in the past but fewer complaints on this basis in more recent years. One hypothesis is that there is no harassment and discrimination based on race at Western. However, another possibility, supported by contributors to this ESR, is that the process for resolving complaints under that Non-Discrimination and Harassment Policy is such that Aboriginal and visible minority employees do not have confidence to report race-based complaints. Several interviewees in the designated groups indicated that, rather than go through the complaint process, they preferred to simply look for opportunities to transfer to another work group²⁶.

Some employees said that they prefer to deal with perceived harassment or discrimination through the grievance/discipline process. Thus it is not known how many actual complaints are lodged since the complaints resolved by managers or by Faculty and Staff Relations are not included in the count. It would be possible for Faculty and Staff Relations staff to document and report on the prevalence of harassment and discrimination cases resolved by their office, in the same format as is used by EHRS.

Consultants' Recommendations

16. Provide more support for women in balancing work and family responsibilities:
 - Discuss with the unions and faculty/staff associations the option of providing some paid time for care-givers for the care of sick children.

43. ²⁵ The reporting system does not separate out complaints on Aboriginal status so it cannot be determined if there are any such complaints.

44. ²⁶ Some employees who are not members of the designated groups also prefer some other means of resolving complaints.

- Provide parents of young children with assistance in finding suitable child care, when there are no available spaces in the on-campus child care facility.
17. Continue efforts to create a more pro-active recruitment process and a more welcoming work environment for women in skilled crafts and trades jobs.
 18. Provide support services for the specific needs of women in non-traditional work, and for employees who are Aboriginal persons, members of visible minorities or Persons with Disabilities.²⁷
 19. Review and clarify the complaint procedures in the Non-Discrimination/Harassment Policies and in the non-discrimination and harassment articles in the collective agreements to include a more effective procedure for vulnerable complainants who are reluctant to file a complaint.
 - Continue to train all faculty and staff leaders in identifying harassing behaviours and impose an obligation on them to deal with the matter in consultation with the applicable Faculty/Staff Relations staff and/or EHRS staff. This could be included as part of the Respect in the Workplace program²⁸.
 - Include an explicit procedure for staff and academic leaders to deal with a potentially poisoned work environment or to bring complaints to EHRS in the absence of a specific complainant. Ensure that academic leaders both within and outside the bargaining unit clearly understand and are held accountable for this responsibility.
 - Develop a data analysis of staff transfers and terminations by designated group. Where EHRS observes a pattern of transfers and terminations of designated group members from one work area, this should trigger an investigation in the absence of a specific complainant.
 20. Develop a process for Faculty and Staff Relations personnel to document and report on the prevalence of harassment and discrimination cases resolved by their office, in the same format as is used by EHRS, and to send a yearly summary to EHRS to add into their yearly report.

Barriers to Staff Retention (Reasonable Accommodation)

The following areas were examined under reasonable accommodation: accessibility, accommodation policy and practices, bereavement leaves, child care services, maternity and parental leaves, accommodation of religious observance, rehabilitation policies and services.

Because there is no central registry for technical aids, it may take a Department more time and money than is necessary to acquire a needed technical aid

The one exception is the Division of Housing and Ancillary Services where there is a registry of technical aids, developed to respond to students with disabilities.

There is no central budget for technical aids and other modifications, which may result in Departments hesitating to hire a person with a disability who needs expensive technical aids or other accommodations

Most accommodations have little or no cost. However, some accommodations require significant budget, either for technical aids, or for temporary replacement staff members. The University expects that the Faculties and Departments will provide these accommodations from their Faculty/Department budgets.

Because the need for these accommodations is relatively rare, most Faculties/Departments (the Division of Housing and Ancillary Services is an exception) do not have a separate budget line for this item.

45. ²⁷ Providing support comparable to that provided to students by the offices of Indigenous Services, Services for Students with Disabilities and International Student Services.

46. ²⁸ See also Recommendation 5.

Rather, when a Faculty or Department has the need to provide a costly accommodation, it must come out of the Faculty/Department's general operating budget. This could be a potential barrier to the decision to hire an employee who appears to have significant need for technical or other aids.

The system for acquiring the technical aids needed by an employee with disabilities is not consistently optimal in supporting a new employee

Technical aids sometimes take several weeks to order. Thus, if these needs are not addressed before the employee starts work, it can be some time before the employee is fully functioning. This situation at the start of an employment relationship can result in a poor working environment even beyond the arrival of the equipment needed.

In some cases, when the University's ergonomist had recommended special equipment, the employee's manager was not co-operative in including the employee in the decision as to which of several options to choose. Without clear guidelines, known to the employee or the manager, the employee could potentially be assigned equipment that was not optimal for their work effectiveness.

In winter, there are outdoor hazards for people with mobility disabilities

Interviewees pointed out that with many worksites and a "hilly" terrain, it is difficult for employees with some types of disabilities to navigate safely and quickly around the campus. For some, the location of the bus stops is a barrier. All of these considerations need to be included in planning for workplace accommodation.

Overall planning for accessibility is the responsibility of committees with no clear management or executive responsibility or follow-up

While there are several committees of volunteers tasked with various aspects of access and accommodation [i.e., Western Ontarians with Disabilities Act Committee (WODAC), Barrier-free Committee and CARE (a committee focused on student needs)], there is no clear staff or executive accountability for ensuring that recommendations of these committees are implemented. While it is the mandate of WODAC to provide "a forum [for identifying] . . . barriers . . . on Western's campus (and the affiliates) and provide advice, identify efforts, or take action to remove or prevent such barriers and create accessibility for Persons with Disabilities." However, in the opinion of committee members, the committee has no actual authority to hold Departments accountable for the changes WODAC recommends or to evaluate compliance. Similarly, the Barrier-free Committee reviews the plans for new construction for accessibility and makes recommendations for change, but has no power to follow-up and no power to hold leaders accountable for implementing the recommendations.

In some Departments, there is a staff member who is responsible for accommodation (e.g., Division of Housing and Ancillary Services and Library Services) but in other Faculties/Divisions, no staff member has this responsibility.

Consultants' Recommendations

21. Develop an Accommodation Policy and related procedures. These should include:

- A central registry for technical aids owned by the University.
- A central budget which Departments can draw on to pay for technical aids and other accommodations for employees with disabilities when the cost exceeds a specified amount.
- In support of new employees with disabilities, develop and implement a process for ensuring that, when a job offer is accepted, the new hire is invited to discuss accommodation needs, and that any equipment or technical aids required be acquired as expeditiously as possible, preferably before the new employee's start date.

- In planning for access and accommodation of an employee, include the accommodations needed to get safely to and around the work location as well as doing the work itself.
22. Include on the membership of WODAC and the Barrier-free Committee, a representative from the senior leadership whose responsibility includes the overall planning for accessibility. Ensure that the responsibility for overall planning for accessibility is included in the performance evaluation of that leader. Establish regular communications between the Committee and the leader.

Attitudes and Organizational Culture

For women in non-traditional job groups, negative male attitudes can be a barrier to retention.

Many of the Western jobs in Skilled Sales & Services and Skilled Crafts & Trades are non-traditional for women. As in many such workplaces, there are some men who seem to resent the incursion of women into what they consider to be a "male domain." Since the majority of the workers are male, there is often some tolerance for such expressed sexism. These attitudes can result in resistance to recruiting and hiring women and setting higher work standards for women than for men. As one interviewee said, "It's important to make sure the environment is welcoming to women - you can hire them, but what's the good of that if the work culture is hostile?"

Difference does not appear to be encouraged or respected.

In various contexts, a significant number of interviewees expressed the perception that conformity is valued and rewarded at all levels of the organization, both among faculty and staff. This is likely to be a barrier to each of the designated groups.

Aboriginal persons, members of visible minorities and persons with disabilities do not see themselves represented in 'significant leadership positions' (i.e., the leadership, human resources, EHRS, diversity-focussed faculty within the Deans' offices and union/association executive) and thus frequently are not comfortable in approaching the very people who are in positions that should respond to issues related to designated group status (e.g., racism). Members of the designated groups do not feel confident that the response would be sensitive to issues pertaining to their particular designated group.

As one example of the lack of cross-cultural sensitivity, members of the university community whose first language is other than English are encouraged to get training to change their accents through the University's communication disorders clinic. This supports the view that some accents are pathology, and that the onus for comprehension rests entirely on the speaker, rather than being a shared responsibility of speaker and listener. Further, some interviewees pointed out that there is little recognition among staff, faculty or students of the "hierarchy of accents," wherein a pronounced British-sounding accent is considered a status symbol while other accents are considered a liability for the speaker and a problem for their audience.

The fact that the Respect in the Workplace program and training does not highlight issues of racism and discrimination also gives members of the designated groups the impression that leaders are not aware of the particular impact of these issues on a designated group as a whole. As one interviewees stated "anti-racism is not on the radar."

While the University has made efforts to portray itself as more diverse, there are still visuals that do not depict a diverse workforce.

In response to questions about the extent of equity and diversity-related training, the consultants judge that faculty and staff leaders, Faculty/Staff Relations staff and human resources staff within Faculties have had less training regarding the designated groups (e.g., cross-cultural skills, Aboriginal relations, anti-racism, managing a diverse workforce) than their job responsibilities require. Ongoing job-related training would also be of benefit to EHRS staff.

In some communities, Western continues to be seen as resistant to EE

The University appears to be complacent with respect to EE and diversity. It sees itself as moving ahead and as having significant leadership in these areas. Furthermore, it sees itself doing the right things in the only way possible for itself, as a University. Employees in positions of power who are hostile or resistant to EE are viewed as unfortunate exceptions, necessary in an atmosphere of academic freedom.

The University does not generally recognize that the perceptions of the designated groups are not neutral with respect to Western but rather are negative due to past, and sometimes present experiences. Pockets of resistance are very deleterious as the actions of these individuals confirm already held stereotypes about the University.

To members of the designated groups, academic freedom is seen as protecting a strict conformity to the status quo. It does not appear to protect the freedom of expression of those wishing, for example, to research in non-conventional subjects or to teach or do research in non-conventional²⁹ ways.

Thus, the University will need to make some concerted efforts to communicate its openness to change and diversity.

Attitudes toward employees with disabilities have been formed through experiences with ill or injured workers and thus tend to be more negative

Persons with disabilities who have been hired with disabilities may make a very different impression on managers and co-workers than a person who becomes disabled as an employee. Persons with disabilities who are hired for a job often have no “disability” with respect to the job. For example, a computer programmer who uses a wheel chair has been chosen not only as capable but also as the person best able to do this job (with or without specified accommodation). In contrast, a person who has become disabled as an employee is more likely to have limitations in doing the job they were hired to do, particularly in the early stages of their injury or illness. Thus, managers and co-workers who have encountered only the latter type of employees with disabilities tend to equate disability with “not able” to do the job or act as a full member of the work group. Some managers and faculty were reported as expressing the belief that “accommodation has gone too far.” In other cases, leaders have been heard to openly make negative remarks about Persons with Disabilities, or express impatience with employees with disabilities.

The attitude that hard work is equated with long working hours may disadvantage some employees with disabilities

Some interviewees indicated that the University as they experience it, equates hard work with long hours. For some employees with disabilities this has a negative impact since they may take more time to do a job, or may take more time to get around the building or between buildings than do other employees.

Consultants' Recommendations

23. Continue ongoing training in Respect in the Workplace:

- Continue to train supervisors and leaders in how to encourage a respectful, harassment free workplace emphasizing the adverse impact of a poisoned work environment on members of designated groups.
- Include training as part of employee orientation and periodically conduct ‘refresher’ training for all employees.

47. ²⁹ Conventional according to current Western norms.
Employment Systems Review Report
July 2009

24. Develop a process for monitoring University-sponsored visual communications to ensure that a diversity of students and staff is consistently portrayed.

See also Recommendation 18 and recommendations in the section on Training, Development and Promotion Processes.

Barriers in Staff Training, Development and Promotion Processes

Lack of explicit support for ESL courses

For those staff members in Hospitality Services whose first language is other than English, advancement at the University is very limited. Thus, the University is vulnerable to losing good sessional staff to other employers who can offer them the job security and benefits of full time employment.

While the CUPE 2692 collective agreement provides support for job-related training for courses taken during the time of employment (i.e., for sessional staff, courses must be taken during the school term), there is no explicit support for ESL courses. Further, an ESL course may not fit the definition of a course provided in the collective agreement. (A course is defined as “a series of academic lectures which culminates in an examination and/or grade being awarded.”)

The collective agreement may allow for ESL courses under the provision that states: “The Employer may request members to take certain courses of study or seminars which will be advantageous to both the member and to the University itself. In such instances, the Hospitality Services division of the Department of Housing & Ancillary Services will bear the full cost and will grant the staff member sufficient time away from normal duties to pursue the course of study.” However, to date there has been no practice of the employer funding, supporting or encouraging staff to take ESL classes.

Lack of cultural, linguistic sensitivity

Few supervisors and managers have had training in cross-cultural skills and anti-racism sensitivity, and those who have had this training received it outside Western.

As an example of linguistic insensitivity, supervisors discourage staff members from speaking any language other than English at the worksite. The stated motivation is that this makes for a more comfortable work environment for the English speakers and discourages “cliques” of speakers of other languages. While this approach has advantages, it ignores research that indicates that it is very stressful for ESL employees to speak English for the entire work day, and that the stress can be relieved by speaking at least 20 minutes a day in their first language.

Lack of formal leadership development

In general, leadership training is open only to those who are already in leadership roles. Thus, staff members in the feeder groups are not supported by the University to prepare in advance for this role.

Furthermore, in the absence of a formal mentoring system, external evidence suggests that informal mentors are likely to mentor people who they perceive as more like themselves. Since members of visible minorities are under-represented among managers, members of visible minorities in the feeder groups for this EEOG are less likely to find an informal mentor or sponsor.

In the PMA Performance Dialogue and Goal Setting Process, the focus is on evaluation, goal setting and development related to *current work* rather than helping the employee to prepare for future promotions or aspirations.³⁰

Managers generally award special assignments to people that they or their supervisors personally believe are interested in and capable of doing a good job. They do not generally ask their staff members to indicate their interest in such assignments. Thus, managers' personal and cultural biases may impact on their choice of candidate for special assignments. Again, cloning and a lack of cross-cultural training for managers may result in disadvantage to members of visible minorities who would otherwise qualify for development and promotion.

Managers receive limited training for managing a diverse workforce

Managers have the opportunity to take leadership training after they become managers. They have the option of taking a foundational leadership skills program (7.5 days over the course of a year) that includes general leadership skills. This program, however, does not specifically address the challenges of managing a diverse staff.

Managers have an opportunity (with the agreement of their manager) to take the Canadian Institute of Management (CIM) Program at Western (offered only during daytime hours). While this program is open to all staff, staff themselves said that their managers would not likely release them for the work time to take these courses.

Managers generally reported that they have not received training in managing diversity, anti-racism or Aboriginal relations. Some said they have not received Human Rights training. One manager who has been a staff member for a number of years said s/he only recently learned of the existence of EHRS when s/he was asked to participate in discussion about a particular case.

Faculty and Staff Relations personnel and HR staff within Faculties are not optimally prepared to provide expertise to Appointments Committees/hiring managers/leaders in hiring, retaining and leading a diverse workforce.

There is no comprehensive and systematic training of Faculty/Staff Relations personnel/HR staff in issues related to hiring and/or retaining a diversity of employees. In the absence of diversity-related training, the Faculty/Staff Relations personnel/HR staff will be less able to identify issues relating to diversity or the specific concerns of designated group members, and hence will be less able to appropriately advise Appointments Committees/hiring managers/leaders on these matters. This skills gap may require training for current staff and the inclusion of diversity competencies in selection criteria for these positions in the future.

Consultants' Recommendations

25. Provide support for sessional and permanent staff members for ESL training. Consider ways to provide support to contract employees for ESL training, possibly through a system of "bursaries."
26. Provide additional leadership development opportunities:
 - Develop a formal mentoring system for staff and a process to ensure that designated groups get their fair share of mentors. Where possible, offer candidates mentors within their own designated group as well as other mentors.

³⁰ While the Leader's Guide for a Performance Dialogue includes a time for the employee to state his/her aspirations, there is no discussion of preparation for these aspirations. Rather, the Guide defines a Learning and Development Plan as "a plan to improve or enhance work performance."

- Establish and communicate the opportunity for employees who aspire to a leadership position to participate in the Foundations of Leadership Program as preparation for advancement.
 - Encourage supervisors and managers to ask all staff members about their interest in special assignments, and to make efforts to share these assignments among all staff members.
 - In performance dialogue discussions with PMA staff, encourage leaders to discuss the employee's developmental needs related to their career aspirations, rather than only for current work improvement. Develop opportunities for similar discussions with other staff members.
27. Provide more training for managers and supervisors on managing a diverse workplace:
- Include in Foundational Leadership Skills modules on managers' responsibilities under the Ontario Human Rights Code, the University's Non-Discrimination/Harassment Policy, and related articles of the relevant collective agreements.
 - Include in Foundational Leadership Skills modules on managing diversity effectively, recruiting and selecting a diverse team, strategies to encourage team members to value difference, and issues related to each of the designated groups.
 - Provide managers and supervisors with ongoing training in human rights, employment equity and managing diversity.
 - Provide all leaders with training in non-biased recruitment and selection techniques.
28. Require that human resources staff within Faculties and Staff/Faculty Relations personnel engage in ongoing learning to develop a higher level of competency in all areas related to hiring and retaining a diverse workforce. Include diversity competencies in selection criteria for HR positions.

Barriers in Staff Termination Processes

Lack of exit interview process for staff

Exit interviews can alert the leadership team to potential barriers to the retention of employees. If the exit interviews invite interviewees to disclose their designated group status, the senior leadership can determine if there are any retention barriers related to the designated groups.

Consultants' Recommendations

29. Establish a process to obtain exit information on a confidential basis from employees voluntarily leaving their position, whether or not they are leaving the University. Invite interviewees to describe their designated group status, again on a confidential basis.

Accountability

The consultants examined accountability systems because these systems provide signals to Western leaders and employees as to the priorities of the University. Without signals that suggest that diversity is a priority, staff and faculty know that they can ignore these issues and, indeed, all proposed changes and recommendations resulting from this ESR.

In this section we examine policies and practices that hold employees, and in particular leaders accountable for their actions and decisions with respect to the designated groups. This includes the extent to which Western makes its expectations clear to employees and provides them with the training and tools to meet the organization's expectations. It also includes an examination of the positive consequences for creating a diverse and welcoming work environment and negative consequences for doing otherwise.

Lack of designated group comparison data for faculty members by Faculty

The University has a number of policies and practices to make its expectations regarding equity known. One key process is the Faculty planning process. The Provost establishes consistency of focus across Faculties by providing a general planning guideline. One area that Faculties are asked to report on is the hiring of women faculty, which is positive.

In order to evaluate the yearly performance of Faculties, the Provost provides the Faculties with data on budget, student enrolment and other key criteria against which a Faculty can assess its performance on these measures. However, the Faculties are provided with no Faculty specific data on which to compare their success in hiring women. They are not provided with data on recent hires, promotions or terminations of women faculty by Faculty or in the University as a whole. Thus, the Provost has only very non-specific information on which to judge the performance of Faculties with respect to the FCP commitments. For example, Social Sciences may hire many women while Engineering may hire few. Yet, compared to availability, it is possible that Engineering is hiring women at a rate above their availability while Social Sciences is hiring women at below their availability.

Lack of accountability processes based on FCP requirements

Faculty described a "collegial" approach to leadership. That is, everyone is responsible for the University commitments. However, in the view of the consultants, there are few systems in place to respond to faculty members who fail to act collegially in supporting the University's commitments to its FCP obligations. Deans are required to report on their equity efforts and results in the Faculty planning process. However, in the 2008 reports (sent to the President's Standing Committee on Employment Equity – PSCEE), there was uneven reporting of hiring data and efforts to recruit women. There is no evidence that Faculties were asked to fill in the missing information.

Among staff, managers and Faculty/Staff Relations staff appear to have little awareness of the workforce analysis data and its implication for their recruitment and selection practices. Their performance assessments do not include achievement of FCP results.

PSCEE submits a yearly report that includes a report on achievement and recommended actions for the coming year. This reporting process is positive. However, the recommended actions are not clearly tied to the workforce analysis data. The reporting on the previous year indicates actions taken but with little assessment of outcomes.

The employee information system used to generate FCP data is not providing data on yearly hires, promotions and terminations. Thus, the University is not able to determine if its current under-representation is a reflection of hiring practices that are not attracting designated groups in some areas, or if it is having difficulty retaining designated group employees, or if other factors are impacting the overall designated group representation.

The fact that academic managers (e.g., Chair, Dean, Provost) at Canadian universities are non-permanent positions means that conventional ways of holding these leaders responsible for FCP requirements and outcomes are unlikely to be effective.

All Chairs and Dean as well as the Provost and Vice Provosts hold their positions for a fixed period of time (3-5 years, possibly renewable). Many of these leaders, however, do not have aspirations to advance in the university leadership hierarchy but appear eager to return to their research/teaching positions. Since most of these members have tenure, there is very little structure in place to hold them accountable for results. Rather, the system relies on the persuasive powers of the leadership and on their personal interest and commitment to the FCP principles and other requirements.

Chairs in particular, provide an uneven level of leadership, since the incumbents may have had little leadership experience and will take some time to acquire managerial/leadership training. They may also find their role as leader difficult since they are members of UWOFA.

EHRIS appears to be under-resourced for its current and future FCP responsibilities

EHRIS, with two employees, handles all incoming human rights inquiries and complaints, supports the work of at least three equity-related committees, promotes and organizes equity-related training on request, prepares several annual reports, and is responsible for the University's compliance with the FCP program. Compared to other workforces of similar size, this appears to be a low staffing level.

Consultants' Recommendations

30. Expand the workforce analysis to include more detailed information on a yearly basis:
 - Track and report data on new hires, promotions and terminations.
 - Research sources for designated group comparison data for faculty members by Department and/or Faculty and provide Faculties with a gap analysis using comparison data at the level of Department or Faculty as available.
 - Continue with plans to work with other universities to develop Canada-wide statistics by Department and Faculty.
31. Provide leaders with a gap analysis and other current equity data as a way of highlighting their personal responsibility for the FCP requirements.
 - Determine the appropriate data to provide Faculties in the yearly planning process as a basis for evaluating the outcomes of their efforts to hire and retain more women faculty and to promote women to tenured and senior Faculty positions (e.g., yearly hire, promotion and termination data). Produce and provide Deans with this Faculty-specific information and ask for an accounting of initiatives taken and results attained.
 - Provide leaders and HR staff with specific information on the extent of under-representation of designated groups by job categories within their area of responsibility. In the yearly performance evaluation process, hold Deans and managers accountable for initiatives and outcomes related to specific areas of under-representation.
 - Within the Faculty Planning Process, establish an accountability process for FCP outcomes (i.e., closing the gap for women.)
32. Organize the PSCEE report around the gaps identified in the workforce analysis. Provide a yearly assessment of initiatives and outcomes (i.e., change) related to each gap.
33. Assess the resources needed to implement Western's EE Plan based in part on these recommendations and provide additional resources where required.

3. APPENDICES

Appendix A. Calculation of Significant Gaps With Respect to Western's Workforce Analysis

As indicated by the FCP, two separate benchmarks have been used to determine whether or not the under-representation is significant. Occupational groups with both a gap number of -3 or greater and a gap percentage of 20% or greater were identified as occupational groups with under-representation. In addition, the analysis examined the size of the gap in absolute numbers. Occupational groups with a gap number representing 30 employees or higher have also been identified as occupational groups with under-representation.

*The size of the gap number and the gap percentage – where the gap number is **greater than -3 and** where the percentage gap reaches **20 percent or higher**, this is a warning signal that there may be significant under-representation within the occupational group.*

*The size of the gap in absolute numbers - where the gap in actual number of employees is **30 employees or higher** this is an indication that significant under-representation exists for the occupational group (HRDC, 2001a, p. 32).³¹*

The HRDC provides for a third overall benchmark. If there are a number of gaps less than -3 for a particular designated group in the EEOGs, this is also considered significant. In this case, the HRDC advises that the ESR should include an examination of the policies/practices that apply to that designated group.³²

How % GAP is calculated

$$\frac{\text{Availability \# - Representation \#}}{\text{Availability \#}} \times 100 = \% \text{ GAP}$$

Example: Semi-professionals and Technicians

$$\frac{690-60}{690} \times 100 = 91.3\%$$

49. ³¹ The University of Western Ontario Workforce Analysis, page 8.

50. ³² FCP Workforce Analysis Guide, HRSDC, September 2006

APPENDIX B.

INTERVIEW OUTLINES

UNIVERSITY OF WESTERN ONTARIO

EMPLOYMENT SYSTEMS REVIEW

JULY 2009

Interview Outline

Senior Manager

University of Western Ontario

January 2009

I am _____ with Barbara Herring & Associates Inc. – a private consulting firm.

As you may know, the University is conducting an Employment Systems Review, a review of all employment policies and practices. The purpose of the review is to identify any barriers to employment and workplace opportunities, with the objective of removing these barriers.

The review focuses on four designated groups: **women, Aboriginal peoples, racial minorities and people with disabilities**. But we often find that improving personnel practices for one group improves the workplace for everyone – and that's our common goal.

Our report will be used to make recommendations on ways to make the University's human resources processes more inclusive while maintaining a high quality of work.

In our conversation, I would like to ask you how the human resources systems work at the University and your opinions on possible changes to make them more inclusive. I would also like to hear about any best practices that are taking place at the University.

Our conversation is confidential as far as possible and will be reported only as group data.

Ask only if this is a one on one interview.

Before I begin, it is relevant to our overall findings to ensure that we have consulted with a cross section of employees in terms of roles, positions, perspectives and diversities. Therefore I would like to know if you are a member of one or more of the following:

Woman, racial minority,
Aboriginal peoples
People with disabilities

If not already known, ask for job title

Your Personal Experience

1. How long have you been with the University? Briefly tell me about your career history.
2. ***If in the University or current position less than 5 years, ask:*** How did you find out that your current position was open? How did you go about applying?
3. What people, projects, assignments or events have been the most critical to your progress in the University?

Overview

4. What are the key issues that you believe the University faces in the next one to three years that will affect how it does its work?

Executive Development

5. Are executive level staff typically promoted from within the University or are they hired from external sources? ***If external, ask:*** From where? Why are external sources used?

APPENDICES

6. **If internal, ask:** Is any particular type of employee development or training required for promotion to the executive levels in the University? **If yes,** how do employees gain access to this kind of training or development?
7. How do you know if a manager is interested in a promotion to an executive level position? If you needed a new member for your senior team now, how would you go about recruiting and selecting such a person?
8. Do you have a succession planning process? **If yes,** Could you please tell me about that?
9. Thinking about a recent high level project/assignment in your area, how were employees selected to work on the assignment?
10. Have you ever acted formally or informally as a mentor; that is, over some period of time did you coach an employee who is junior to you to help him or her get ahead in the Ministry or the OPS?
 - What kind of help or advice have you given?
 - Have you recommended people such as this for advancement?
 - Were any of the people you mentored members of a designated group?
11. Have you had mentors, either formal or informal? **If so,** what kind of help or advice have you received?
12. Do senior managers in the University receive training in managing diversity? - Human rights? - Race relations? Anti-racism/Anti-sexism?
 - Have you received such training – from this workplace or a former one?

Accountability

13. Do you have a performance agreement? Is the performance agreement tied to a pay-for performance system? **If they have a performance agreement, ask:** Are equity and diversity goals incorporated into your performance agreement? **If yes, ask:** Is it essential to meet these equity/diversity goals in order to receive the full pay for performance?
14. How do you let your employees know what your priorities are?
15. How do you ensure that managers who report to you have the knowledge and skills to hire and effectively manage a diversity of employees?
16. How do you ensure that managers who report to you have the knowledge and skills to maintain a harassment and discrimination-free work environment?
17. The University's workforce analysis reports for some years has indicated under-representation of some of the groups for some (admin jobs/faculty position), suggesting that you are not reaching all parts of the available and qualified population. Have you taken any steps to respond to these reports?
If so, probe what steps.
If not, ask: Why not?

Equity and Diversity in the University

18. Are there any University practices or initiatives that we haven't yet talked about that explicitly support diversity and inclusion? **Probe who to contact about these.**
19. In what (other) ways have senior managers shown support for increased diversity and inclusion at the University?
20. **Who is responsible** for diversity and inclusion in the University?

APPENDICES

- What do you see as **your role or responsibility** in increasing diversity and inclusion?
 - Have you been involved in any diversity **initiatives**?
21. What relationship do you see between a diverse, inclusive workforce and the goals of the University?
- What do you think will be the **challenges** in making the University a more diverse and inclusive work environment?
22. What concerns do you think (*staff/faculty*) have about equity and diversity initiatives, present or future?
- Do you have any (other) particular issues or concerns that you would like to see addressed in the employment systems review?
 - Other than the ESR, would you say there are other really obvious steps that the University could take to promote an inclusive work environment?

Corporate Culture

23. I'd like you to describe the organizational culture at the University of Western Ontario - What would you say the University **values most** in its senior executives?
- What does the University **respect** in its senior executives?
 - What does the University **reward** in its senior executives, that is, looking at who gets promotions or other obvious rewards, what does this say to you about who or what is rewarded?
24. How would you describe Labour relations between the University and its bargaining agents and associations? Do you think this relationship has an impact on diversity and inclusively efforts in the University? ***If yes, probe both positive and negative aspects.***
25. Is there anything else you can add that will help me to understand the "culture" of the University?
- Have you noticed any changes in the University "culture" over the last 5 years? What changes?
26. Do you have any last thoughts or comments that we haven't already covered?

Interview Outline
Senior Faculty Relations/Staff Relations
University of Western Ontario
January 2009

I am _____ with Barbara Herring & Associates Inc. – a private consulting firm.

As you may know, the University is conducting an Employment Systems Review, a review of all employment policies and practices. The purpose of the review is to identify any barriers to employment and workplace opportunities, with the objective of removing these barriers.

The review focuses on four designated groups: **women, Aboriginal peoples, racial minorities and people with disabilities**. But we often find that improving personnel practices for one group improves the workplace for everyone – and that's our common goal.

Our report will be used to make recommendations on ways to make the University's human resources processes more inclusive while maintaining a high quality of work.

In our conversation, I would like to ask you how the University's human resources systems work at the University and your opinions on possible changes to make them more inclusive. I would also like to hear about any best practices that are taking place at the University.

Our conversation is confidential as far as possible and will be reported only as group data.

Ask only if this is a one on one interview.

Before I begin, it is relevant to our overall findings to ensure that we have consulted with a cross section of employees in terms of roles, positions, perspectives and diversities. Therefore I would like to know if you are a member of one or more of the following:

Woman, racial minority,
Aboriginal peoples
People with disabilities

If not already known, ask for job title

Recruitment & Hiring

1. First, who is responsible for the recruitment and selection process for administrative staff at the University? Who is responsible for making hiring decisions? (**Probe:** Does Faculty/Staff Relations take a central role, or is Faculty/Staff Relations a support to others who are responsible for recruitment and selection?)
2. In the recruitment process, how do you ensure that you are reaching qualified candidates from the designated groups?
3. In the selection process, how do ensure that those responsible have the skills to conduct a process effectively to choose the best candidate?
How do ensure that those responsible have the skills to conduct an equitable and bias-free process with respect to the designated groups?
4. Have you conducted any analysis to determine if the designated groups who apply to the University are equally likely to be successful at each stage of the selection process (screening, interviewing, testing, being selected)?
 - The University's workforce analysis reports for some years have indicated under-representation of some of the groups for some admin jobs, suggesting that you are not reaching all parts of the

available and qualified population. Have you taken any steps to respond to these reports? **If so, probe what steps.**
If not, ask: Why not?

5. Do you have any ideas about what would make the hiring process more open to designated groups? **Probe for suggestions re each of the designated groups, if not mentioned.**
6. Is there a formal orientation process for new admin employees? **If not, skip to next ques.**
 - **If so, ask:** Who conducts the orientation? Does the orientation cover human rights? Does it outline the University's expectations with respect to maintaining a discrimination and harassment free workplace? An inclusive workplace?

Working Conditions

7. Does the University have a code of conduct or other document for admin staff that outlines its expectations and guides workplace behaviour? **If yes, ask** How do you monitor compliance with the code?
8. How would you describe labour relations between the University and the unions/associations with which you deal? Do you think this has an impact on diversity and inclusively efforts for admin staff? **If yes, probe both positive and negative aspects. Probe is necessary:** *Are unions/associations advocates to diversity? Active partners in the University's equity efforts? Do they ignore or resist the efforts of others to create a more diverse and inclusive workplace?*
9. What systems are in place to make sure the University accommodates employees covered by the OHRC, short of undue hardship?
 - How does Faculty/Staff Relations support these systems?
 - Do you monitor the extent to which employees are accommodated? **If yes, ask:** How do you monitor accommodations?
10. Does Faculty/Staff Relations have an active role in dealing with cases of harassment and discrimination against a staff member? Harassment and discrimination where a staff member is a respondent (for example, with a student complainant)?
 - What systems are in place to allow you to monitor harassment and discrimination cases and trends? *Probe:* What measures have you taken to follow up on any negative trends.
 - Faculty Relations staff say they cannot initiate a Human Rights case under the UWOFA agreement – is true on the admin side as well? Could they use the clause in the collective agreements “the employer shall not be restricted in fulfilling its responsibilities under the Human Rights Act – or for reasons of personal safety (which could conceivably include psychological harassment)”
 - In addition to Equity & Human Rights Services and Employee Relations, are there any groups who deal with harassment or discrimination complaints (e.g., Faculty Relations/Staff Relations). Are any of these groups obligated to inform the equity office about outcomes or any stage of the case?
 - There doesn't seem to be any justification in the Collective Agreements for staff taking human rights complaints to faculty or staff relations but this seems to be a common and accepted occurrence. How has this process come into being?

Retention and Termination

11. Do you have a system to track voluntary exits of employees? **If yes, ask:** Do you have a way to assess trends in terms of reasons for leaving? Do you have any systems to track terminations by designated group? Do you look at trends by designated group?

Employment Equity and Diversity

12. Are there any University practices or initiatives that we haven't yet talked about that explicitly support diversity and inclusion? **Probe whom to contact about these.**
13. In what (other) ways have senior managers shown support for increased diversity and inclusion at the University?
14. Who is **responsible** for diversity and inclusion at the University?
 - What do you see as **your role or responsibility** in increasing diversity and inclusion?
 - Have you been involved in any (other) diversity **initiatives**?
15. What relationship do you see between a diverse, inclusive workforce and the goals of the University?
16. What do you think will be the **challenges** in making the University a more diverse and inclusive work environment?
17. What concerns do you think (*staff/faculty*) have about equity and diversity initiatives, past, present or future?
18. Other than the ESR, would you say there are other really obvious steps that the University could take to promote an inclusive work environment?

Organizational Culture (*omit this section if time is short*)

19. I'd like you to describe the organizational culture at the University of Western Ontario - What would you say the University **values most** in its (*faculty/admin staff*)?
 - What does the University **respect** in its (*faculty/admin staff*)?
 - What does it **reward**; that is, looking at who gets promotions or other obvious rewards, what does this say to you about who or what is rewarded?
20. Is there anything else you can add that will help me to understand the "culture" of the University?
 - Have you noticed any changes in the University "culture" over the last 5 years or so? What changes?

Last Thoughts

21. Do you have any last thoughts or comments that we haven't already covered?
22. Are there individuals or groups that we should be sure to consult in our review?

Interview Outline Employment Equity Personnel (and Harassment Response)

University of Western Ontario

January 2009

I am _____ with Barbara Herring & Associates Inc. – a private consulting firm.

As you may know, the University is conducting an Employment Systems Review, a review of all employment policies and practices. The purpose of the review is to identify any barriers to employment and workplace opportunities, with the objective of removing these barriers.

The review focuses on four designated groups: **women, Aboriginal peoples, racial minorities and people with disabilities**. But we often find that improving personnel practices for one group improves the workplace for everyone – and that's our common goal.

Our report will be used to make recommendations on ways to make the University's human resources processes more inclusive while maintaining a high quality of work.

In our conversation, I would like to ask you how the human resources systems work at the University and your opinions on possible changes to make them more inclusive. I would also like to hear about any best practices that are taking place at the University.

Our conversation is confidential as far as possible and will be reported only as group data.

Ask only if this is a one on one interview.

Before I begin, it is relevant to our overall findings to ensure that we have consulted with a cross section of employees in terms of roles, positions, perspectives and diversities. Therefore I would like to know if you are a member of one or more of the following:

Woman, racial minority,
Aboriginal peoples
People with disabilities

- A. ***If not already known, ask for job title.***
- B. How long have you held this role?
- C. Does your role cover all faculty and staff? Students? Others?

History

1. Could you give me a brief history of equity (and human rights, if relevant) at the University? (*Probe re focus, staff complement, support – financial and otherwise*).
2. Who is **responsible** for diversity and inclusion at the University?
 - What do you see as **your role or responsibility** in increasing diversity and inclusion?
3. What relationship do you see between a diverse, inclusive workforce and the goals of the University?
4. How does your office decide on what initiatives it will undertake, or support?
 - Tell me about some recent initiatives – from this or the past school year? ***For each, probe:*** How was it decided what to do, what steps were taken, what alliances used, what outcomes, successes/progress. How was success defined? How was success evaluated?
5. Would you say that equity is a more visible/prominent topic now than two or three years ago? A less visible topic? Would you say that faculty is more or less positive than in the past – or about the same? Would you say admin staff is more or less positive – or about the same? ***For any changes, ask what brought about the change?***

6. You have been collecting workforce data for more than six years. When you produce the yearly report, to whom is it sent?
- In the past, has the report triggered any equity activities (e.g., outreach recruitment to designated group communities)? Have there been any other responses to the data presented?
 - Has the data guided the activities or initiatives of Equity Services? **Probe for examples.**

Current Structure and Relationships

7. What (other) committees deal with equity and diversity? **Probe re** mandate? Structure with respect to equity? Related activities?
- What is your relationship with this committee? **Probe re** What communications? Shared decision-making? Shared actions?
8. Are there any other groups at the University that support equity and diversity for employees, or on behalf of one designated group? **If yes, probe re** mandate? Structure with respect to equity? Related activities?
- **(For each committee ask)** What is your relationship with this committee? **Probe re** What communications? Shared decision-making? Shared actions?
9. In what ways has the President or senior managers shown support for increased diversity and inclusion at the University in the past two or three years?
10. How would you describe labour relations between the University and the unions/associations? Do you think this has an impact on diversity and inclusively efforts for *(faculty/admin staff)*? **If yes, probe both positive and negative aspects.** Probe differences between the various unions and associations.
- How would describe the stance of the unions/associations toward a diverse, inclusive and equitable workplace. **For each of the major unions for permanent staff, probe: Are they advocates to diversity? Active partners in the University's equity efforts? Do they ignore or resist the efforts of others to create a more diverse and inclusive workplace?**
11. What other groups do you consider allies? Why?
- What other groups do you **want** as allies? Why?
12. Do you have any relationships with community groups outside the University that represent designated groups? **Probe**

Current and Future

13. Are there any University practices or initiatives that we haven't yet talked about that explicitly support diversity and inclusion? **Probe who to contact about these.**
14. Other than the ESR, would you say there are other really obvious steps that the University could take to promote an inclusive work environment?
15. What concerns do you think faculty has about equity and diversity initiatives, past, present or future?
- What concerns do you think staff has about equity and diversity initiatives, past, present or future?
16. What do you think will be the **challenges** in making the University a more diverse and inclusive work environment?

Human Rights Services

17. I understand that your office deals with cases of harassment and discrimination? Who can bring a case (as complainant?) *(Employees? Students? Others?)* I assume the respondent is usually an employee? **Probe:** Do you deal with students as respondents? Others?

18. Does your office represent the University (i.e., management)? The complainant?
19. Please describe your role in responding to an internal human rights complaints? Probe the process fully including the role of the unions/associations and any other parties.
 - How do the roles change if the OHRC is involved?
20. What systems are in place to allow you to monitor harassment and discrimination trends? **Probe:** To whom do you report about these trends? What measures has the University or your office taken to follow up on any negative trends?

Other Support Systems

21. What systems are in place to make sure the University accommodates employees covered by the OHRC, short of undue hardship? Does your office ever play a role in securing accommodations for an employee or group of employees? **Probe**
22. Is there a system to track voluntary exits of employees? **If yes, ask:** Do you get reports on these trends? By designated group? Does the report indicate the extent to which harassment or discrimination plays a role in exits?

Organizational Culture *(omit this section if time is short)*

23. I'd like you to describe the organizational culture at the University of Western Ontario - What would you say the University **values most** in its *(faculty/admin staff)*?
 - What does the University **respect** in its *(faculty/admin staff)*?
 - What does it **reward**; that is, looking at who gets promotions or other obvious rewards, what does this say to you about who or what is rewarded?
24. Is there anything else you can add that will help me to understand the "culture" of the University?
 - Have you noticed any changes in the University "culture" over the last 5 years or so? What changes?

Last Thoughts

25. Do you have any last thoughts or comments that we haven't already covered?

Interview Outline
Chairs and Deans
University of Western Ontario
January 2009

I am _____ with Barbara Herring & Associates Inc. – a private consulting firm.

As you may know, the University is conducting an Employment Systems Review, a review of all employment policies and practices. The purpose of the review is to identify any barriers to employment and workplace opportunities, with the objective of removing these barriers.

The review focuses on four designated groups: **women, Aboriginal peoples, racial minorities and people with disabilities**. But we often find that improving personnel practices for one group improves the workplace for everyone – and that's our common goal.

Our report will be used to make recommendations on ways to make the University's human resources processes more inclusive while maintaining a high quality of work.

In our conversation, I would like to ask you how the human resources systems work at the University and your opinions on possible changes to make them more inclusive. I would also like to hear about any best practices that are taking place at the University.

Our conversation is confidential as far as possible and will be reported only as group data.

Ask only if this is a one on one interview.

Before I begin, it is relevant to our overall findings to ensure that we have consulted with a cross section of employees in terms of roles, positions, perspectives and diversities. Therefore I would like to know if you are a member of one or more of the following:

Woman, racial minority,
Aboriginal peoples
People with disabilities

PERSONAL EXPERIENCE

If not already known, ask for job title.

1. In your current position, do your responsibilities include supervising staff?
 - How many faculty work in your area of responsibility? How many of them report directly to you?
 - How many staff work in your area of responsibility? How many of them report directly to you?
2. I'd like to ask you a few questions about your career at Western. – About how long have you been with Western? In your current job?

If interviewee has been in current job less than 5 years, continue. Otherwise skip to Q 3

- How did you hear about your present job? Where did you go to find out more about the job before you applied?
 - Did you go through a competition process for your present position? If not, what process was followed?
3. Please describe your career path at Western (e.g., entry position, promotions, secondments, etc.)
 - What supports within Western would you say have contributed to your success here? (e.g., training, mentor or coach, supervision, secondments, networking, etc.)

- How far up the management level do you think you might rise here? Why do you say that?
 - Would you say that your group status - designated/non-designated – has been a help or hindrance – or neither - to your career at Western?
 - ***Designated group members only:*** Do you think your experiences in Western would be different if you were not a (name group)? *Discuss.*
 - ***Designated group members only:*** Would you say that you have made **particular contributions** to Western as (name group)? *Discuss.*
4. Do you feel that you have experienced discrimination based on race, sex, sexual orientation, disability, language, ancestry or culture in Western? Could you tell me about that?

RECRUITMENT AND SELECTION

The rest of the questions are for you in your role as a manager/supervisor.

A. Have you hired a staff member (either permanent or non-permanent) in the past 2 years? ***Ask about the recruitment and hiring process using the probes below if necessary. If not skip to Q 6.***

5. I would like to ask you about recruitment and selection practices. To do this, I would like you to describe the most recent competition you managed. *If necessary, add that they should describe one that is completed. Then be sure they cover all the following aspects. Prompt if necessary*

- What was the **job title** of the position?
 - ***Then say,*** Once the position was approved so it could be filled, what did you do first?
- a. Recruitment
- Who decided where to advertising or post the position?
 - Were any candidates **recruited by word of mouth**, that you know of? *Probe for specifics.*
 - Were there any **special measures to recruit designated group candidates**? *If so, probe re measures and success?*
- b. Applications and Screening
- Did the applicants reply by **resumes or application forms** or both?
 - Who screened applicants for interviews? How was this done?
- c. Interviews and Tests
- Did you hold interviews? Who interviewed candidates (as a panel or individually)?
 - Is there practice of including designated groups on the interview panel?
 - Did you develop a set of questions and answers before the interviews?
 - What else was involved in the assessment? (e.g., tests, presentations)
- d. Reference checks
- Were you involved in checking references? ***If not skip section***
 - Was a standard question form used?
- e. Selection Decision
- Who made the final selection decision? Did senior people have to sign off?
- f. Documentation
- How was the selection process documented? Where are competition files kept?

Then repeat questions for faculty starting with:

6. Have you been a member of a nominating committee involved in hiring, tenure or promotions of faculty in the past two years?

If not skip to Q 7**If yes, use the following questions as probes:****Composition of Committee**

- How was the committee chosen?
- How diverse are the current Appointment and Tenure and Promotions committees in your department? Does the committees reflect the current dept make up and the available community?
- The UWOPA Collective Agreement says: "Any nominating committee charged with proposing Members for election to a Committee on Promotion and Tenure shall do so with regard to achieving a representative gender balance on the Committee." - How did you ensure diversity on the committee?
- How did the committees ensure that the members are **sensitive to their own personal biases** with respect to language, body language, cultural differences, gender differences in communications styles?
- How often has the Director of Equity and H Rts services been called upon to assist Appointments and Promotion and Tenure Committees?
- I would like you to describe the most recent competition that the committee conducted. If necessary, add that they should describe one that is completed. Then be sure they cover all the following aspects. Prompt if necessary What was the **job title** of the position?

Recruitment

- How was it decided where to advertise for the position?
- Were any candidates **recruited by word of mouth**, that you know of? *Probe for specifics.*
- How does the committee decide if designated groups are under-represented in the department (as per the collective agreement)?
- Did the committee discuss any efforts or **measures to recruit members of designated group candidates**? *If so, what measures were those? Probe re success?*
- In recruitment, has the committee used the **list of relevant designated group organizations** available on the website?
- If **no or few DG applicants**, has the committee discussed doing (more) outreach recruitment?

Applications and Screening

- Who screened applicants for interviews? How was this done?
- Did the committee consider whether the dept is accessible to candidates for interviews?
- Did the committee consider whether or not the interview and events rooms were accessible?
- When candidates were invited for interviews, were they ask if they need any accommodation or technical aids?

Interviews and Other Assessment Tools

- Did the committee hold interviews? How many candidates did you interview? Individually or as a panel?
- Did the committee develop a set of questions and answers before the interviews? Do committees rank and weight questions in advance?
- What else was involved in the assessment? (e.g., tests, presentations)
- (How) do you ensure diversity of event hosts?

Reference checks

- Who checked references?
- Is a standard form used?

Selection Decision

- How was the final selection made? Who was involved? Did senior people have to sign off?

- In Selection/ Tenure decisions, what importance is placed on the number of publications? Number of prestige publications? Extent of high profile funding and research grants?

Documentation

- How was the selection process documented? Whose responsibility is this? Where are competition files kept?
- The UWOFA agreement says “When making a recommendation to the Dean, the Appointments Committee or equivalent shall make a **report on the search process** that shall include: a) the total number of applicants and the number with doctorates or other appropriate professional qualifications, the numbers of male and female applicants *and, where known, the same information for applicants from the other designated groups*” - How is this information obtained from applicants? Are designated group applicants invited to indicate their status (other than gender)? If so, how? How do you keep this confidential? Who keeps this data?

Faculty/Staff Relations Involvement

- *If not mentioned, ask:* Were Faculty Relations/Staff Relations staff involved in this competition? In what ways?
7. Do you have any ideas about what would make the hiring process more open to designated groups? **Probe particularly for suggestions re each of the designated groups, if not mentioned.**
 8. Do you have any staff members/faculty members who are not full time, permanent? How many? **If affirmative response, continue. Otherwise, skip to Q 9**
 - What type of work do these employees normally do? Why are they not permanent employees?
 - Is the process for hiring non-permanent employees different from that for permanent staff? *If yes, ask: How is it different? (Probe re how is recruiting done? Is there usually a competition with more than one candidate?*
 - Do these employees typically apply for permanent jobs? Are they likely to succeed in these competitions? When are they not able to apply for permanent jobs?

ORIENTATION

9. Have you been involved in orienting a new employee in the past two years? **If yes continue. Otherwise skip to Q 10.**
 - Is there any reference to diversity and inclusiveness, human rights or harassment prevention in the orientation done by your or your staff?

WORKING CONDITIONS

10. Does your area allow or encourage alternative work arrangements like a compressed work week, job sharing, reduced workload or other special work hours or work at home? **If yes, ask for an explanation of how it was organized, to whom does it apply, etc.**
 - Have employees ask for accommodation for family needs? Both men and women? Are there **disadvantages to faculty taking a one-year leave for child care?**
 - How much authority do you have to make alternative arrangements?
 - Have you made any such arrangements with employees that report to you? How is this working? Any suggestions for improvement?
 - Are there any disadvantages for a person using these arrangements?
11. What is the reduced responsibility clause used for? Could it be used by a faculty member with a disability an accommodation? Could it be used in this way?

APPENDICES

12. Would the normal teaching workload of one faculty differ substantially from another? Why? How is that equal?
13. Have employees asked for accommodation of religious or cultural observances other than Christian?
If no, skip to Q12
If yes, ask for details and whether granted - if leave was granted, ask: Was this with or without pay?
14. Have employees come to you with reports of harassment by another employee?
If yes, ask: What did you do?
If not, ask: What would you do if that happened?

TRAINING AND DEVELOPMENT

15. How does your faculty/staff find out about training opportunities offered by the university (other than subject matter learning)? How do they gain access to training? Probes if not mentioned:
 - Can faculty/staff ask for training they want? Do they ask you or Faculty/Staff Relations or someone else?
 - Do you suggest training to faculty/staff who need it? (e.g., in the context of performance review?)
 - In order for an employee to get training, do you have to recommend it or to sign off?
 - Do you ever refuse such a request? **If yes, ask:** Under what circumstances?

What does a faculty member need to do to prepare for a position as Chair or Dean?
16. How were faculty/staff members selected for the most recent special project or assignment that you are aware of?
17. Have you ever acted as a **mentor**; that is, over some period of time did you coach an employee who is junior to you to help him or her get ahead in their career? **If no, skip to Q17.**
 - **If yes,** have any of these employees been designated group employees?
 - What kinds of help or advice have you given?
 - Have you recommended any of these people for a promotion?
18. **Have you had mentors**, either formally or informally? What was the most helpful thing that a mentor did to help you in your career?
19. Have you received **training** to assist you to supervise faculty/staff in a diverse environment? What kinds of training? *Probe re:* Non-biased hiring techniques? Training in managing diversity? human rights? race relations? Aboriginal relations? Anti-discrimination? Cultural diversity?

PERFORMANCE APPRAISAL AND TERMINATIONS

20. What role do you play in staff performance assessment? For each system, ask: How well does this system work, in your opinion? **Suggestions for improvement? Repeat for faculty.**
21. For faculty, how are peer evaluations of teaching conducted – is there an attempt to have a diversity of raters? Does the member to be evaluated choose the evaluators?
22. When was your last performance appraisal? Was it helpful?
If not, ask: Why not?
23. Have you been involved in dismissals of staff in the past two years? **If yes, ask:** Please describe the process leading up to the dismissal. **Repeat for faculty.**

24. Have you conducted exit interviews in the past two years with staff or faculty who are voluntarily leaving the organization?
If yes, ask: What is generally the focus of such interviews? Do you think the information obtained from an exit interview is useful? In what way?

CULTURE

25. What would you say Western **values most** in its faculty? In its staff?
- What does Western **respect** in its faculty? In its staff?
 - What does Western **reward**, that is, looking at who gets higher levels of compensation or other obvious rewards, what does this say to you about who or what is rewarded?
 - Is there **anything else** you can add that will help me to understand the "culture" of Western?
26. In what ways does the President and other senior managers let you know what their priorities are?
- In what ways have senior managers shown support for diversity and inclusion at Western?
 - What actions on their part would signal that diversity was becoming a higher priority for them?

EMPLOYMENT EQUITY AND DIVERSITY

27. In your opinion, what **practices** within Western **support** diversity and inclusion?
28. Over the past 5 years, have you noticed any **changes in the attitudes** of staff toward diversity and inclusion? **If so**, What changes?
29. Do you think the UWO unions and associations have an impact on the diversity and inclusively efforts in the University? **If yes, probe both positive and negative aspects.**
30. **Who is responsible** for diversity and inclusion in Western?
- What do you see as **your role or responsibility** in increasing diversity and inclusion?
 - Have you been involved in any (other) diversity **initiatives**?
31. What relationship do you see between a diverse, inclusive faculty and staff and the goals of the University?
32. What do you think will be the **challenges** in making Western a more diverse and inclusive work environment? Do you have any suggestions about how to address these challenges?
33. Other than the ESR, what would you say is the **next significant step** Western could take to promote an inclusive work environment in productive ways?
34. Do you have any last thoughts or comments that we haven't already covered?

Interview Outline, Managers and Supervisors – Admin Staff

University of Western Ontario

January 2009

I am _____ with Barbara Herring & Associates Inc. – a private consulting firm.

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The review focuses on four designated groups: **women, Aboriginal peoples, racial minorities and people with disabilities**. But we often find that improving personnel practices for one group improves the workplace for everyone – and that’s our common goal.

Our report will be used to make recommendations on ways to make the University’s human resources processes more inclusive while maintaining a high quality of work.

In our conversation, I would like to ask you how the human resources systems work at the University and your opinions on possible changes to make them more inclusive. I would also like to hear about any best practices that are taking place at the University.

Our conversation is confidential as far as possible and will be reported only as group data.

Ask only if this is a one on one interview.

Before I begin, it is relevant to our overall findings to ensure that we have consulted with a cross section of employees in terms of roles, positions, perspectives and diversities. Therefore I would like to know if you are a member of one or more of the following:

Woman, racial minority,
Aboriginal peoples
People with disabilities

PERSONAL EXPERIENCE

If not already known, ask for job title.

1. I'd like to ask you a few questions about your career at Western. – About how long have you been with Western? In your current job?

If interviewee has been in current job less than 5 years, continue. Otherwise skip to Q 3

- How did you hear about your present job? Where did you go to find out more about the job before you applied?
- Did you go through a competition process for your present position? If not, what process was followed?

2. Please describe your career path at Western (e.g., entry position, promotions, secondments, etc.)

- What supports within Western would you say have contributed to your success here? (e.g., training, mentor or coach, supervision, secondments, networking, etc.)
- How far up the management level do you think you might rise here? Why do you say that?
- Would you say that your group status - designated/non-designated – has been a help or hindrance – or neither - to your career at Western?
- ***Designated group members only:*** Do you think your experiences in Western would be different if you were not a (name group)? *Discuss.*
- ***Designated group members only:*** Would you say that you have made **particular contributions** to Western as (name group)? *Discuss.*

3. Do you feel that you have experienced discrimination based on race, sex, sexual orientation, disability, language, ancestry or culture in Western? Could you tell me about that?

RECRUITMENT AND SELECTION

The rest of the questions are for you in your role as a manager/supervisor.

4. In your current position, do your responsibilities include supervising staff?
- How many staff work in your area of responsibility? How many of them report directly to you? ***If none, skip to Q 7.***
5. A. Have you hired a staff member (either permanent or non-permanent) in the past 2 years? **Ask about the recruitment and hiring process using the Q6 as probes if necessary. Check throughout on role of Faculty/Staff Relations.**

If none, skip to Q7.

6. I would like to ask you about recruitment and selection practices. To do this, I would like you to describe the most recent competition you managed. *If necessary, add that they should describe one that is completed. Then be sure they cover all the following aspects. Prompt if necessary*
- What was the **job title** of the position?
 - **Then say**, Once the position was approved so it could be filled, what did you do first?

Recruitment

- What was the **area of search**? Why? Who decided?
- How did you recruit candidates? **Where did you advertise**? Who decided where the job would be advertised?
- Were any candidates **recruited by word of mouth**, that you know of? *Probe for specifics.*
- Were there any **special measures to recruit designated group candidates**? *If so, what measures were those? Probe re success?*

Applications and Screening

- Did the applicants reply by **resumes or application forms** or both?
- Who screened applicants for interviews? How was this done?

Interviews and Other Assessment Tools

- Did you hold **interviews**? Who conducted interviews? Individuals or as a panel?
- Is there practice of including **designated groups as interviewees**?
- Did you **develop a set of questions and answers** before the interviews?
- What else was involved in the assessment? (e.g., tests, presentations)

Reference checks

- Who checked **references**? Was a **standard question form** used?

Selection Decision

- Who made the final **selection decision**? Did senior people have to sign off?
- Who **contacted unsuccessful** interviewees? By telephone, letter, etc.? Do these people have an opportunity for feedback?

Documentation

- How was the selection process documented? **Whose** responsibility is this? **Where** are competition files kept?

7. Do you have any ideas about what would make the hiring process more open to designated groups? **Probe particularly for suggestions re each of the designated groups, if not mentioned.**
8. Do you have any employees who are not full time, permanent? How many?
If affirmative response, continue. Otherwise, skip to Q 9
- What type of work do these employees normally do? Why are they non-permanent?
 - Is the process for hiring non-permanent employees different from that for permanent staff? *If yes, ask: How is it different? (Probe re how is recruiting done? Is there usually a competition with more than one candidate?)*
 - Do these employees typically apply for permanent jobs? Are they likely to succeed in these competitions? When are they not able to apply for permanent jobs?

ORIENTATION

9. Have you been involved in orienting a new employee in the past two years?
If yes continue. Otherwise skip to Q 10.
- Is there any reference to diversity and inclusiveness, human rights or harassment prevention in the orientation done by your or your staff?

WORKING CONDITIONS

10. Does your area allow or encourage alternative work arrangements like a compressed work week, job sharing, reduced workload or other special work hours or work at home? **If yes, ask for an explanation of how it was organized, to whom does it apply, etc.**
- Have employees ask for accommodation for family needs? Men and women?
 - How much authority do you have to make alternative arrangements?
 - Have you made any such arrangements with employees that report to you? How is this working? Any suggestions for improvement?
 - Are there any disadvantages for a person using these arrangements?
11. Have employees asked for accommodation of religious or cultural observances other than Christian?
If no, skip to Q12
If yes, ask for details and whether granted - if leave was granted, ask: Was this with or without pay?
12. Have employees come to you with reports of harassment by another employee?
If yes, ask: What did you do?
If not, ask: What would you do if that happened?

TRAINING AND DEVELOPMENT

13. How does your staff find out about job-related training opportunities offered by the university? How do they gain access to this training? **Probes if not mentioned:**
- Can staff ask for training they want? Do they ask you or Faculty/Staff Relations or someone else? Do they need your permission?
 - Do you suggest training to staff who need it? (In the context of performance review?)
 - **What do staff typically do to prepare for a promotion?**
14. How were staff members selected for the most recent special project or assignment that you are aware of?
15. Have you ever acted as a **mentor**; that is, over some period of time did you coach an employee who is junior to you to help him or her get ahead in their career? **If no, skip to Q17.**

- *If yes*, have any of these employees been designated group employees?
 - What kinds of help or advice have you given?
 - Have you recommended any of these people for a promotion?
16. **Have you had mentors**, either formally or informally? What was the most helpful thing that a mentor did to help you in your career?
17. Have you received **training** to assist you to supervise staff in a diverse environment? *Probe re:* Non-biased hiring techniques? Training in managing diversity? human rights? race relations? Aboriginal relations? Anti-discrimination? Cultural diversity?
18. What role do you play in staff performance assessment? If they do assessments, ask: How well does this system work, in your opinion? Suggestions for improvement?
19. When was your last performance appraisal? Was it helpful? ***If not, ask:*** Why not?
20. Have you been involved in dismissals of staff in the past two years? ***If yes, ask:*** Please describe the process leading up to the dismissal.
21. Have you conducted exit interviews in the past two years with staff or faculty who are voluntarily leaving the organization?
- If yes, ask:*** What is generally the focus of such interviews? Do you think the information obtained from an exit interview is useful? In what way?

CULTURE

22. What would you say Western **values most** in its staff members ?
- What does Western **respect** in its staff?
 - What does Western **reward**, that is, looking at who gets higher levels of compensation or other obvious rewards, what does this say to you about who or what is rewarded?
 - Is there **anything else** you can add that will help me to understand the "culture" of Western?
23. In what ways does the President and other senior managers let you know what their priorities are?
- In what ways have senior managers shown support for diversity and inclusion at Western?
 - What actions on their part would signal that diversity was becoming a higher priority for them?

EMPLOYMENT EQUITY AND DIVERSITY

24. In your opinion, what practices within Western support diversity and inclusion?
25. Over the past 5 years, have you noticed any changes in the attitudes of staff toward diversity? ***If so,*** What changes?
26. Do you think the UWO unions and associations have an impact on the diversity and inclusively efforts in the University? ***If yes, probe both positive and negative aspects.***
27. **Who is responsible** for diversity and inclusion in Western?
- What do you see as **your role or responsibility** in increasing diversity and inclusion?
 - Have you been involved in any (other) diversity **initiatives**?
28. What relationship do you see between a diverse, inclusive faculty and staff and the goals of the University?
29. What do you think will be the **challenges** in making Western a more diverse and inclusive work environment? Do you have any suggestions about how to address these challenges?

APPENDICES

30. Other than the ESR, what would you say is the **next significant step** Western could take to promote an inclusive work environment in productive ways?
31. Do you have any last thoughts or comments that we haven't already covered?

Interview Outline, Union/Association Rep/Steward

University of Western Ontario
January 2009

I am _____ with Barbara Herring & Associates Inc. – a private consulting firm.

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Our report will be used to make recommendations on ways to make the University's human resources processes more inclusive while maintaining a high quality of work.

In our conversation, I would like to ask you how the human resources systems work at the University and your opinions on possible changes to make them more inclusive. I would also like to hear about any best practices that are taking place at the University.

Our conversation is confidential as far as possible and will be reported only as group data.

Ask the following only if this is a one on one interview

Before I begin, it is relevant to our overall findings to ensure that we have consulted with a cross section of employees in terms of roles, positions, perspectives and diversities. Therefore I would like to know if you are a member of one or more of the following:

Woman, racial minority,
Aboriginal peoples
People with disabilities

If not already known, ask for job title.

How long have you held this role?

What is your role in the union/association?

If this is a group, ask for (first) names.

Ask for job title/faculty? how long they have worked for the UWO? position in the (union/association) local (e.g. President, Secretary, Steward)? For how long an (union/association) rep?

Overview

1. What are the key issues that you believe UWO faces in the next one to three years that will affect how the university conducts its business?
2. What are the key issues that you believe (union/association) faces in the next one to three years?

Employment

3. ***For CUPE reps*** – how often do employees do overtime – how often is this an arranged assignment as opposed to as hoc? Is there more overtime in some job groups than others? If so, which ones?

For UWOPA officials – What is the reduced responsibility clause in the UWOPA agreement used for? Could it be used by a faculty member with a disability an accommodation? Could it be used in this way?

4. As a (union/association) steward/rep, you sometimes see patterns of complaints or grievances from employees. From this perspective, what barriers or difficulties do women employees experience here in your workplace?
 What barriers or difficulties do employees who belong to a racialized group experience?
 What barriers or difficulties do Aboriginal people experience?
 What barriers or difficulties do employees with disabilities experience here?
 For all the employees you represent, what do you see as the greatest barriers or frustrations they face in employment matters?
5. In general, what are the most common types of grievances filed by employees in your workplace?
6. a. In the past year, how many grievances were related to harassment/discrimination?
 Have you seen an increase in complaints/grievances from persons in the designated groups in the past few years? **If yes, which group(s) and why do they think this is happening?**

Culture

7. How would you describe the labour relationship between Management and (union/association)?
Probe Why do you say that?
 Do you think that this relationship has an impact on the diversity and inclusively efforts in the UWO? **If yes, probe both positive and negative aspects.**
8. Are there any other general issues that (union/association) has with the UWO overall?
9. In the last 5 years, have you noticed any changes in the “culture” of the university? If so, what? Do you see/feel any changes in the “culture” of your union/association? If so, what?
10. Would you say your workplace is representative of the Ontario workforce?
11. Do you have a diverse representation of stewards/ reps in (union/association)?

Employment Equity and Diversity

12. In what ways does the union/association executive convey to reps/stewards/ the membership what their priorities are?
 - In what ways have union/association executives shown support for increased diversity and inclusion at the University?
 - Are there any sections of the collective agreement of (union/association) or related practices or initiatives that we haven't yet talked about that explicitly support diversity and inclusion? **Probe who to contact about these.**
13. Does (union/association) have a statement of commitment to equity and/or diversity principles?
14. Have stewards/ reps received any information or training from (union/association) to help you to understand Human Rights? **If yes, ask:** When was it provided? What length of training?
 - Have stewards/ reps received any information or training about diversity or harassment/discrimination prevention? **If yes, ask:** When? What length of training?
 - Do you feel you have enough information/training as a steward/rep to competently represent members on Human Rights, Harassment or Discrimination complaints? **If no, ask:** What (more) would you require to have the competency?
15. What do you see as the **role or responsibility of (union/association)** in increasing diversity and creating a safe work environment for all employees?

APPENDICES

16. What do you see as **your role or responsibility as a steward/rep** in creating a safe and inclusive work environment?
17. What relationship do you see between a diverse, inclusive workforce and the goals of (union/association)?
18. What do you think will be the **challenges** in the University becoming a more diverse and inclusive work environment?
19. What concerns do you think staff/faculty might have about employment equity and diversity initiatives - present or future?
20. In your opinion, what next steps could (union/association) take to promote a diverse and inclusive work environment? **Probe.**
 - Other than the ESR, would you say there are other obvious steps that the University could take to promote an inclusive work environment? **If yes, probe.**

Organizational Culture (omit this section if time is short)

21. I'd like you to describe the organizational culture at the University of Western Ontario - What would you say the University **values most** in its (*faculty/admin staff*)?
 - What does the University **respect** in its (*faculty/admin staff*)?
 - What does it **reward**; that is, looking at who gets promotions or other obvious rewards, what does this say to you about who or what is rewarded?
22. Is there anything else you can add that will help me to understand the "culture" of the University? Have you noticed any changes in the University "culture" over the last 5 years or so? What changes?

Planning the Next Steps of this Review

23. Do you have any particular issues or concerns that you would like to see addressed in the employment systems review?
24. Are there any [other] particular (union/association) members whose views should be included in the review?

Questions for Non-Supervisors

University of Western Ontario
January 2009

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Our conversation is confidential as far as possible and will be reported only as group data.

Ask only if this is a one on one interview.

Before I begin, it is relevant to our overall findings to ensure that we have consulted with a cross section of employees in terms of roles, positions, perspectives and diversities. Therefore I would like to know if you are a member of one or more of the following:

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Aboriginal peoples
People with disabilities

A. *If not already known, ask for job title.*

B. How long have you held this role?

C. *For faculty, also ask:*

Do you have tenure? Are you in a tenure stream position? Have you held administrative positions on a hiring committee? As Chair or Dean? Any other administrative position? Would you say these positions have been a help or a hindrance for your career?

Discussion Outline

1. What is it like to work at UWO? What do you like best about working here ... what do you like least?

In the community, is UWO considered a good employer? Is your job considered a good one to have?

If not already mentioned ask about:

Are the pay and benefits good for London?

Are your colleagues generally helpful?

Is this a comfortable place to work?

Are there good opportunities for training and improving your job skills?

Are there good opportunities for advancement?

Is UWO an employer that you are proud to be associated with?

Does UWO live up to its values?

2. ***Ask Women:*** Do you think your experiences in UWO would be different if you were a man?

Ask Women: Would you say that you have made particular **contributions** to the company as a

woman?

Ask Women: Are any parts of the job harder for you as a woman? *If so, What parts?* Are any parts easier for you as a woman?

3. **For VM and AP** Do you think your experiences in UWO would be different if you were a not a (group)? ***If yes, ask:*** In what ways?
Would you say that you have made particular **contributions** to UWO as a member of a visible minority group/ an Aboriginal person?

Are any parts of the job **harder for you** as member of a visible minority group/ an Aboriginal person?
If so, ask: What parts? Are any parts easier for you as a visible minority person?

Ask everyone

4. How long have you worked for UWO?

If 5 years or less, ask the rest of 4. Otherwise, SKIP to Q5.

Before you started to work here, what attracted you to UWO? Why did you apply for a job here?

How did you hear that this job was available?

How did you go about applying? Did you have an interview? Do you know if other people were interviewed for the job?

Before joining, did you have any reservations about the company ... had you heard anything negative?

In what ways was your experience in the job different than you expected?

5. Describe the type of people you think would be most suited to the job you are in?

What could UWO do or say to reach and recruit more women/visible minorities/Aboriginal people/people with disabilities for your job?

6. What preparation or training did you have for your current job? What job training did you have once you started the job here?

7. What supports have contributed to your effectiveness in your job? (If necessary, provide examples such as good supervisors, helpful colleagues, clarity of role and responsibilities, training opportunities).

8. Can you suggest any (other) changes that would make working here more comfortable or attractive to you?

9. Do you get informal feedback on how well you are doing your job? Would you like more feedback?

When was the last time you had a performance review? Was that helpful? ***If not, ask:*** Why not?

10. Would you say there are good opportunities for advancement for you here? Why do you say that?

Admin staff only, ask Q10 and 11. Faculty skip to Q12

11. Have you been promoted or transferred? ***If within the past 5 years, ask:*** How did you hear about the job opportunity?

12. Are you interested in advancement at UWO? (How) do you let your supervisor know that you are interested? What would you have to do to prepare for advancement?

Ask everyone.

The next questions are about the work environment in general.

13. What does UWO **value** in its employees?

What does it **respect**?

What does it **reward**, that is, considering who gets raises, promotions or other tangible rewards, what does this tell you about who or what is rewarded?

14. If you felt that you were being harassed or discriminated against in this workplace, what do you think you would do about it? **Discuss**

15. Do you see any harassment in this workplace (e.g. jokes/comments of a sexual, racial, homophobic nature)? How common is this? Does your supervisor know this occurs? What is your supervisor's response? **Discuss.**

16. Have you ever been subjected to workplace harassment in this organization?

If yes, ask: What was the nature of the harassment, if you don't mind telling me in general terms? When did it happen? What did you do about it?

17. How do you find out what training opportunities are available to you?

If you want some training or some other developmental assignment, what do you do to sign up ... does your manager have to recommend you? How could it be improved?

18. One of the groups that may be disadvantaged by workplace practices is people with disabilities. I'd like to ask you about possible barriers to disabilities in your workplace and with the jobs you know. In some cases, these barriers may be legitimate – for example, a person in a wheelchair cannot climb a ladder. In your workplace and the jobs you know, what barriers do you see -

- Physical barriers?

- Barriers to people with sight or hearing impairments?

- Employees with invisible disabilities – such as psychiatric disabilities.

If interviewee has identified as a person with a disability, ask Q20 – 27. All others, skip to Q28.

19. Are there any barriers that you have personally experienced – anything that gets in the way of your contribution to UWO?

If yes, ask: What do/did you do about that?

20. Do you find that the attitudes of your coworkers and manager are positive, or is that (also) a barrier for you?

If yes, ask: What do/did you do about that?

21. Do you need any accommodations – that is, any changes to the job or schedule - to accommodate your disability?

If none needed, ask next question, then skip to Q 24.

22. Have you discussed your disability with your supervisor? With Faculty Relations/Staff Relations?

If no, ask: Why not? **Then SKIP to Q24**

If yes, ask:

23. Did you suggest any accommodations?

Did your supervisor or Faculty/Staff Relations suggest accommodations?

APPENDICES

Did someone else, like a rehab counsellor?

If any accommodations were suggested, ask: What happened as a result?

How long is it since you first got the accommodation?

If more than 2 years, ask: Do you need any upgrades or newer accommodations now?

24. Are there (additional) accommodations that you would need if you wanted a promotion or transfer to a different job at UWO?

25. Does your supervisor/workers know about your disability? Do your co-workers know about your disability?

If yes, ask: Are they supportive of the accommodations you need?

Ask everyone

26. Do you have any suggestions for UWO that we haven't talked about yet ... anything that you believe could make UWO a better place in which to work?

Discussion Outline for Focus Groups non-supervisors

University of Western Ontario
January 2009

I am _____ with Barbara Herring & Associates Inc. – a private consulting firm. Thank you for agreeing to participate in this review of the university's employment practices.

As you may know, the purpose of the study is to determine factors that may be a barrier to hiring or advancement at the University of Western Ontario. While our focus is on groups covered in the Employment Equity Act (women, visible minorities, persons with disabilities, Aboriginal people), we often find that improvements to personnel practices for one group improves the workplace for everyone. Our goal is to make the policies and practices more inclusive ... so they are effective and equitable for all.

One important part of this study is to talk to employees like yourselves, to find out about your experiences at the university and your opinions about the work environment. I have some questions to focus the discussion but in general we are interested in **your own thoughts in your own words**.

You may find that there are **very different experiences and opinions** around the table. There is **no need to reach a consensus** or to agree. In fact, what I am most interested in is the **range of experiences** in the room. So if you find your experience or opinion is different from other persons, I particularly need to hear from you.

b) Stress confidentiality ... information to be reported back in aggregate form only

Our conversation is confidential and nobody will be identified individually. The overall results will be reflected in the University's employment equity plan. I would ask each of you to also respect this confidentiality

The discussion should take about 2 hour max.
Are there any questions about the process?

Please introduce yourself by saying 1) your name, 2) your job title 3) how long you have worked at the University and 4) how long in your current job..

Discussion Outline

1. What is it like to work at UWO? What do you like best about working here ... what do you like least?

In the community, is UWO considered a **good employer**? Is UWO an employer that you are proud to **be associated with**? Is **your job** considered a good one to have?

Are the **pay and benefits** good for London?

Is this a **comfortable place to work**?

Does UWO **live up to its values**?

2. **Ask Women:** Do you think your experiences in UWO would be different if you were a man?

Ask Women: Would you say that you have made particular **contributions** to the company as a woman?

Ask Women: Are any parts of the job harder for you as a woman? *If so*, What parts? Are any parts easier for you as a woman?

- a) **For VM and AP** Do you think your experiences in UWO would be different if you were a not a (group)? ***If yes, ask:*** In what ways?

Would you say that you have made particular **contributions** to UWO as a member of a visible minority group/ an Aboriginal person?

- b) ***For VM and AP*** Are any parts of the job **harder for you** as member of a visible minority group/ an Aboriginal person? ***If so, ask:*** What parts? Are any parts easier for you as a visible minority person?

Ask everyone

3. How many of you have joined the UWO staff or faculty in the past 5 years? (*Ask these people especially*) Before you started to work here, what attracted you to UWO? Why did you apply for a job here?
4. What (else) could the university do or say to reach and recruit more designated group employees—any suggestions?
- a) Before joining, did you have any reservations about the university as an employer ... had you heard anything negative?
- b) In what ways was your experience in the job different than you expected?

Ask everyone

5. What supports have contributed to your effectiveness in your jobs? (*If necessary, provide examples such as good supervisors, helpful colleagues, clarity of role and responsibilities, training opportunities*).
Probe: Are your colleagues generally helpful?
- a) Can you suggest any (other) changes that would make working here more comfortable or attractive to you?
6. Do you get informal feedback on how well you are doing your jobs? Discuss.
7. What job training did you have once you started the job here?
- a) Are there good opportunities for training and improving your job skills?
- b) Are there good opportunities for advancement?
8. For those of you who were promoted or transferred recently, or moved to a permanent position, how did you hear about the job opportunity?
9. The next questions are about the work environment in general.
- a) First, what does the UWO value in its faculty/staff?
- b) What does it respect in its faculty/staff?
- c) What does it reward, that is, considering who gets raises, promotions or other tangible rewards, what does this tell you about who or what is rewarded?
10. If you felt that you were being harassed or discriminated against in this workplace, what do you think you would do about it? *Discuss*
11. Do you see any harassment in your workplace (e.g. jokes/comments of a sexual, racial, homophobic nature)? How common is this? Does your supervisor know this occurs? Discuss.
12. *Optional if comfortable.* Have any of you ever been subjected to workplace harassment in this organization if yes, what was the nature of the harassment when did it happen what did you do about it?
13. How do you find out what training or other development opportunities are available to you? If you want some training or some other developmental assignment, what do you do to sign up ... does your manager have to recommend you? How could it be improved?

APPENDICES

14. If you really wanted a promotion here, what do you think you should do? What would you have to do to prepare for advancement? (How) would you let your supervisor know that you are interested in a promotion?

Conclusion

15. If you could anonymously, through me, make any suggestions/recommendations to the new President regarding anything we talked about today (eg. equity, diversity, fairness) ... anything that you believe could make the UWO a better place in which to work what would that be? [Provide a few minutes to think about this]

Final

Remind participants about confidentiality. Information will be given back to the UWO in aggregate form only. Remind participants to **respect the confidentiality of other participants.**