

CAUT EQUITY WORKSHOP

Mount Royal Faculty Association

Calgary, Alberta

Monday December 10, 2014



Presented by:
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Canadian Association of University Teachers

What is equity? Why is it important?

- Equity is easy to espouse, but difficult to put into practice
- Equality means quality; Equity is excellence.
- Equality \neq sameness

Systemic Discrimination

Systemic discrimination results from normative practices. In the college and university environment, systemic discrimination has manifested itself in barriers to access, employment, governance, inclusion, respect and acceptance. The result has been that particular forms of knowledge production, dissemination and pedagogy have been privileged over others, a practice that has limited the scope of scholarship for marginalized groups.

Equity QUIZ

Who are the four designated groups under the Employment Equity Act?

- Women
- Visible minorities (racialized people)
- People with disabilities
- Aboriginal people

The Duty to Accommodate applies to

- a) All protected grounds under the Human Rights Act
- b) Persons with disabilities
- c) The four designated groups under the Employment Equity Act

What percentage of the Canadian population identify as

People with a disability

14.3%

Women

50.6%

Aboriginal people

4.3%

LGBTQ2S

?

Racialized people

19.1%

What percentage of the employed workforce is represented by

People with a disability

2.6%

Women

41.2 %

(dropping since 2001 high of 44.9%)

Aboriginal people

2%

LGBTQ2S

?

Racialized people

18.2%

In 2010, the inaugural year of the prestigious award, of the 19 awarded how many women received Canada Excellence Research Chairs?

- a) 3 b) 17 c) 0 d) 6

Bill C 279 amended the Canadian Human Rights Act to include:

- disability
- sexual orientation
- gender identity
- gender expression
- family status

Self-described Black Canadian men earn a) 5% b) 10% c) 20% or d) 40% LESS than their white male Canadian counterparts?

What is “race”?

- Race has no genetic basis
- Despite superficial differences, we are among the most similar of all species
- Race is not a biological fact, but it is a social reality
- Race has been and is used to justify social inequalities as natural

The background of the slide is a dark teal color with a pattern of lighter teal leaf silhouettes scattered across it. The leaves vary in shape and size, some resembling maple leaves and others more like simple ovals or teardrops.

Why racialization instead of race?

As long as race is something applied only to non-white peoples, as long as white people are not racially seen and named, they/we function as a human norm. Other people are raced, we are just people...

(Richard Dyer, *White*)

Examples of privilege

Being able to...

- Assume that most of the people you or your children study in history classes and textbooks will be of the same race, gender, or sexual orientation as you are;
- Assume that your failures will not be attributed to your race, gender;
- Success without people being surprised;
- Assume that if you work hard and follow rules, you will get what you deserve;
- Go out in public without fear of being harassed or constantly worried about physical safety;
- Not have to think about your race, gender, sexual orientation, or disability on a daily basis.

(source: http://www.whiteprivilegeconference.com/white_privilege.html)

Alberta Human Rights Act

- Race
- Religious belief
- Colour
- Gender
- Physical disability
- Mental disability
- Ancestry
- Place of origin Marital status
- Source of income
- Family status
- Sexual Orientation

- **Effect NOT intent**

Duty to accommodate

- Accommodation means making special arrangements for some people, so they can have the same opportunities as everyone else.
- Employers and service providers have a legal duty to accommodate people based on grounds of the Act.

Principles of Accommodation:

- Respect for dignity
- Individualization
- Integration and participation

Standard of Accommodation: Undue hardship

- Costs
- Health and safety requirements
- Bone fide educational or occupational requirements

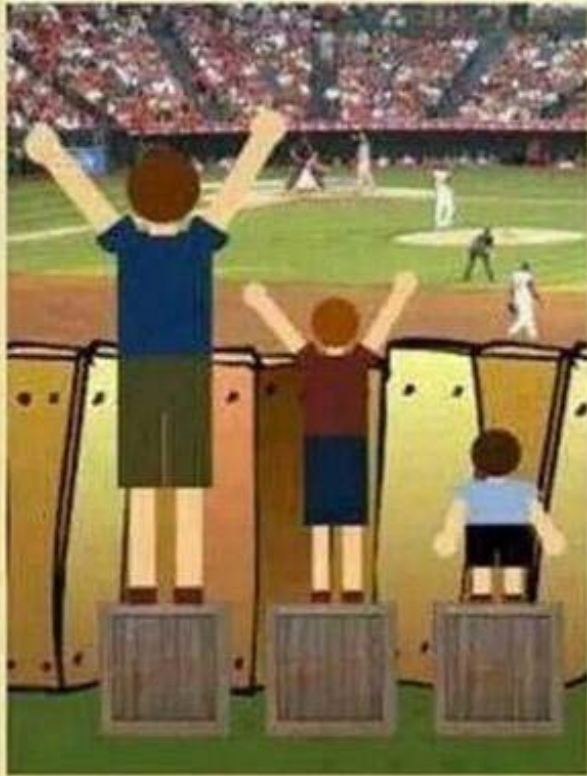
Employment Equity Act

Designated groups:

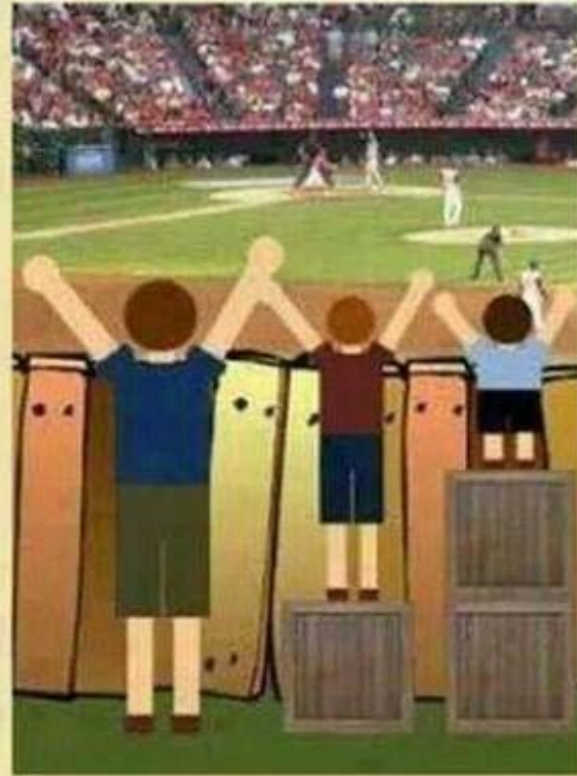
- Racialized people
- Aboriginal people
- Persons with disabilities
- Women

“Employment Equity means more than treating persons the same way but also requires special measures and the accommodation of differences.”

Equality doesn't mean Justice



Equality



Justice

Employment equity – Myths & Reality

Myth: Employment equity means everyone is treated equally

Reality: Employment equity means treating everyone with fairness, taking into account people's differences.

Myth: EE results in “reverse racism”

Reality: EE means everyone has equal employment opportunities – not just a select group

Myth: EE means hiring unqualified people

Reality: EE means providing all qualified and qualifiable individuals with equal employment opportunities, not just select few.

Myth: It's too difficult and expensive to accommodate persons with disabilities

Reality: Over 2/3 of job accommodations cost under \$500; many cost nothing at all

(source: http://www.yorku.ca/hr/documents/employmentequity/Employment_Equity_Myths_and_Realities.pdf)

While we know anecdotally that many equity-seeking groups remain seriously under-represented in Canadian colleges and universities, the lack of consistent and reliable data makes it very difficult to determine the full extent of this problem. This hampers the ability of policy-makers, administrators and academic staff associations to know the exact nature of the problem and to develop the most effective and appropriate tools to ensure equity.

CAUT Equity Review: A Partial Picture, 2007

Understanding under-representation: A partial picture

- The long form census
- The UCASS survey
- The federal contractors program

Federal contractors program

- Removed the equivalency requirement
- Raised the application to \$1 million
- Eliminated all regional staff
- Reduced Ottawa staff from 40 to 17

Association Of University of New Brunswick Teachers (AUNBT)

The Employment Equity Committee shall carry out an analysis, and report annually by December 1, on the status of all designated groups. Such a report shall include but is not limited to the number of persons in each of the designated groups who:

a) were appointed to positions within the bargaining unit, and where the candidate has indicated a designated group:

(i) those who applied for positions in the bargaining unit;

(ii) those included on short lists of suitable candidates;

b) were considered for probationary reappointment;

c) were considered for promotion;

d) were considered for tenure;

e) were considered for sabbatical leave;

f) were successful in considerations (b) – (e).

Barriers and Bridges

- Identify the top 3 barriers to equity at Mount Royal
- Identify the top 3 enablers of equity at Mount Royal

Barriers to full participation

- Hiring
- Promotion and tenure
- Harassment
- Maternity and parental leave
- Family leave
- Discrimination
- Accommodation
- Workload/invisible labour
- Tokenism
- Marginalization/alienation/isolation
- Credentials and perceived authority

Surveying strategies

- ◎ For a high response rate, keep it short.
- ◎ What do you want to know?
 - Employment status and rank
 - Do you identify as a member of any of the follow groups?
- ◎ Leave the more personal information to the end.
- ◎ Qualitative versus quantitative information

Making equity a bargaining priority

- How do we get equity on the bargaining table?
- How do we keep equity on the bargaining table?

Equity issues for bargaining include:

- Pregnancy/parental leave
- Accommodation
- Employment equity
- Pay equity
- Tenure/promotion
- Non-discrimination
- Anti-harassment
- Information – data
- Trans leave
- Definition of “family member”

Employment equity essentials:

- 1) **Pro-active statements of commitment**
- 2) **Mechanisms for identifying problems**
- 3) **Affirmative action goals**
- 4) **Proactive Recruiting**
- 5) **Hiring Committee training and decision monitoring**

Commitment to employment equity

BUFA

20.01

a. The Parties agree that the University is better able to advance its essential functions, namely the pursuit, creation and dissemination of knowledge through teaching and research, if members of designated groups are well represented in the Bargaining Unit. To that end, the Parties agree to increasing the proportions of women, Aboriginal peoples, persons with disabilities, and members of visible minorities in the Bargaining Unit....

QUFA

24.1.1...the University and the Association recognize the responsibility and need to promote equity in the employment of women, visible minorities, Aboriginal people, persons with disabilities, persons of any sexual orientation or gender identity and such other groups as may be designated by legislation.

24.1.3... the University shall act to eliminate or modify those policies, practices, and systems, whether formal or informal, shown to have an unfavourable effect on the hiring, retention, and promotion of members of equity-seeking groups and to recognize the value that diversity adds to the academic activities of the University.

Mechanism for identifying the problems

Association of Professors of the University of Ottawa (APUO)

17.1.6.2 Employment Equity Committee (EEC)

There shall be a joint APUO-employer consultative committee on employment equity. Its opinion shall be sought on any contemplated employment equity measure and procedures which affect the APUO bargaining unit. The committee may also propose to APUO and the employer additional specific measures and procedures for achieving employment equity, and it shall examine in an ongoing fashion the implementation of any employment equity measures which affect the selection and hiring of bargaining unit members or which affect members of the bargaining unit directly.

Setting Affirmative Action Goals

Wilfrid Laurier University Faculty Association (WLUFA)

22.2.3

(c) “Under-representation” of the other designated groups as defined under 22.1 shall be deemed to exist when:

(i) Faculty Members of one of these designated groups constitute a smaller proportion of the membership than exists in the national Canadian Accessibility Pool, as reported by Statistics Canada.

(ii) Librarian Members of one of these designated groups constitute a smaller proportion of the membership than exists in the national Canadian Accessibility Pool, as reported by Statistics Canada.

Job requirements

St. Mary's University Faculty Association

12.1.11

The doctoral requirement may be waived if the Candidate has a record of suitable teaching, scholarship as defined in Article 1.1(n); or, in lieu of such a record, has professional qualifications and experience to enable him/her to make an appropriate academic contribution to the University.

Pro-Active Recruiting

Association of Professors of the University of Ottawa (APUO)

17.1.2.1

In addition, in departments deemed under-represented pursuant to 17.1.6.3, the dean shall ensure that the department distributes the advertisement where persons of the under-represented gender may have reasonable access to it and that the department take other appropriate measures such as contacting persons chairing relevant university departments in Canada, specifically requesting the names of possible candidates of the under-represented gender, and contacting organizations specifically representing the interests of persons of the under-represented gender within the profession or discipline, requesting the names of possible candidates of that gender.

Pro-Active Recruiting

Nippissing University Faculty Association (NUFA)

19.1 Academic Qualifications and Appointment Procedures

(a) In assessing the academic qualifications of candidates for any position, the following will be considered: academic credentials, including scholarships and awards; program fit within the relevant academic unit; teaching experience and teaching performance; scholarly research and publication record; professional and community service record; and, where appropriate, Aboriginal knowledge.

Hiring Committees and decision monitoring

Queen's University Faculty Association (QUFA)

24.2.1

Persons (including students) chosen to serve on Appointments Committees for Faculty, Librarian or Archivist positions, or on Personnel (Renewal/Reappointment, Tenure/Continuing Appointment and Promotion) Committees and administrators with a recommendatory or decision-making role in an appointments or personnel process **may only carry out such functions after successfully completing a familiarization and training workshop which shall cover the principles, objectives, recent history, best practices, and rules and institutional expectations with respect to employment equity.** The program of such workshops shall be agreed between the Parties, with advice from the Equity Office.

Tenure and promotion

When assessing scholarship for career decisions, recognition must be given to different and diverse experiences of various marginalized groups. Diverse substantive contributions to knowledge must be welcomed in the university or college. Diversity demands representation of difference in terms of vision, values, cultural mores, methodologies and epistemologies in critical analysis.

(From CAUT's policy statement on Equity)

Equity in the Association

- 3 ways in which your association is actively helping to make equity a more central part of the association
- 3 things your faculty association could do ensure equity is more integral to association

Making equity integral

- Articulate vision and model of equitable organization
- Make space for diversity – workshops for members – supports, mentoring
- Designated positions on the executive
- Equity caucus or caucuses
- Create an equity listserv to connect people
- Conduct equity audit of the association leadership, executive, and staff
- Actively recruit Aboriginal people, racialized people, people with disabilities, LGBTQ2S to association
- Ensure that all officers and staff have training in equity and human rights (esp grievance officers)
- Membership engagement and education
- Engaging with other unions on campus, student and community groups around equity issues

Setting goals, determining next steps, timelines for success

GOALS

- Identify the top 3 tangible objectives for the achieving equity in the academic staff association
- Identify the top 3 priorities for advancing equity at the university

NEXT STEPS

- Identify 3 ways in which your objectives for achieving equity in the association can be met
- Identify 3 ways in which your priorities for advancing equity can be furthered.

Thank you!

Any questions?

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