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The University of Western Ontario

Employment Systems Review (ESR)

July 2009

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1. EXECUTIVE SUMMARY UMMARY

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 analysis[3]. 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.

education than do other Canadians[6]. 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.

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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

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 children[7] (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 Rct ar-8rjETsn4hd9pt0]icDi
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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.

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 it's 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.

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. T

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 behaviou Tw -.3.796 0 Td[(to partio)6v3(e)a253 Tc g(g ootyB0mt62Td[(argro)61odP9onTJndsoi(d

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.

DETAILED

In recent years, as a positive measure, the University has established a budget for positions that are awarded to spouses of current faculty. Further, t

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 events[19].

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

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 them[20]. 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 children[21](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

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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)

DETAILED

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 shoese1(irem)7(la)5(w ree)5(u)-1ipt-1(ire

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.

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. P/MCI2biclu leadlea:

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

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. Pock -0s

Accountability

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.

EHRS appears to be under-resourced for its current and

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

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 ties to a pay-for performance system? ***If they have a performance agreement, ask:*** *ch1(r(rs istng d)6(tsat h)-aa(c not5(cnagec ma)hine3egvanc all -0.0003.1925 Td[(relapa*

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 quex.***

   x ***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?
   x

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.

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

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 repres

- 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 UWOFA 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?

x I would like you to describe the most recent competition that the committee conducted. If necessary, add that they should describe one that is <u>completed.</u> 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?

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 yonot266 ᗒ35(:)]TJgo5.0(WhatTJf find Tw ab Tw training op05 Tc -0.0021 Tw 10.02 0 0 25( )TjETEr)-ortuniti

24. Have you conducted exit interviews in the past two years with staff or faculty who are voluntarily

Interview Outline, Managers and Supervisors – Admin Staff
University of Western Onta

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**?

- x *If yes,* have any of these employees been designated group employees?
- x What kinds of help or advice have you given?
- x 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 ?
    - x What does Western **respect** in its staff?
    - x 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?

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.

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

For UWOFA officials – What is the reduced responsibility clause in the UWOFA 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?

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 descri810.t3o /8gan5(n)iationlAt the5(l Unive)sity if

Questions for Non-Supervisors
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:

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.

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

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?

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.

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