

# WLUF

Wilfrid Laurier University  
Faculty Association

WLUF Equity and Diversity Committee

Strategic Priorities 2017-2020

Presentation to the WLUF Executive – April 2018

## **WLUFA Equity and Diversity Committee**

### **Strategic Priorities 2017-2020**

#### **Organizational Background:**

In 2014, Rebecca Godderis (a founding member of this Equity and Diversity Committee) attended the CAUT E&D Forum and subsequently recommended that WLUFA establish a committee to ensure that the increasingly important equity and diversity issues can be discussed, debated, and addressed in a systematic way.

In 2016, the WLUFA Executive solicited volunteers for a new E&D Committee, which is constituted as a WLUFA-appointed committee. The organization appointed five inaugural members: Rebecca Godderis, Kari Brozowski, Chris Klassen, Laurie Jacklin, and Shanaz Khan (now retired).

Just as the committee began to comprehend the magnitude and complexity of the mission, Kofi Campbell spoke on behalf of a contingent of racialized WLUFA members and challenged the selection process, because it had resulted in a committee consisting of five predominantly white and able-bodied women. The committee responded by acknowledging the need to be as representative as possible. The committee promptly convened an Equity and Diversity Town Hall to ensure that all members had the opportunity to voice their opinions on the equity and diversity priorities for WLUFA and this committee.

#### **March 2017 – The first WLUFA Equity and Diversity Town Hall**

We were fortunate to enlist the support of Dr. Carl James (York University), who is a highly regarded scholar and expert on equity and ‘the equity myth’ in Canadian Universities. Carl graciously agreed to moderate our Town Hall and offer guidance to set the directions for our strategic plan.

A vocal and fair number of WLUFA members attended the Town Hall at both the Brantford and Waterloo locations. A lively and open discussion ensued on the equity and diversity challenges faced by our members. President Michele Kramer’s article in the Advocate (see below) proclaimed the Town Hall as an “enormous success”. Certainly, the WLUFA membership brought important issues to the table and the lively debate transformed critics into supporters and shaped our strategic initiatives.

The Town Hall also resulted in the recruitment of three new committee members: Hind Al-Abadleh, Ciann Wilson, and Joanne Oud.

## Excerpt from the WLUFA Advocate - April 2017

### WLUFA equity and diversity town hall a success

By Laurie Jacklin, Society, Culture & Environment & Michele Kramer, President

The issue of equity has been on most faculty association agendas for quite some time, but it has only been in the fairly recent past that equity has been closely scrutinized as something that needs addressing beyond pay-scales and gender. WLUFA is proud to be among a very short list of associations that have decided to institute an Equity and Diversity Committee as part of their association committee roster. The idea was to have a committee that was different from other University-driven equity and diversity committees in that this committee would find ways to foster and support, specifically, our diverse *faculty* complement. Additionally, a WLUFA Equity and Diversity Committee would be charged with looking into how the language of our collective agreements themselves may or may not produce barriers to an equitable workplace.

Naively, we believed that the way forward was fairly clear but, as many of you know, putting this committee into place has not been without its difficulties. One of the greatest of these was the (justified) criticism that our newly-constituted Equity and Diversity Committee didn't seem all that "diverse". Of course, WLUFA had its challenges here: of the approximately one thousand faculty members registered with WLUFA, only a very small handful offered their services – and so the Committee was convened mainly by acclamation. It was, however, this acclamation, and the criticisms of it, that lead to the committee's inaugural town-hall mediated by York University's Carl James which, overall, has been seen as an enormous suc-

cess.

Though the town-hall was originally called in order to discuss how, exactly, the WLUFA E&D Committee should come together, its focus quickly shifted to why the committee really needs to be an essential part of our Association's mandate. Numerous faculty members stepped up to the microphone in order to discuss their (often painful) struggles and the need for change, rather than to debate the details about the structure of the committee. For WLUFA, this fact alone reinforces the notion that it's not who is on the committee that matters, it's that the committee is seen as a needed resource for WLUFA members.

According to Laurie Jacklin, a member of the WLUFA Equity and Diversity Committee, the WLUFA E&D members are now, "invigorated and enthusiastic about the success of our Town Hall meeting. We also realise the enormity of the initiative(s) required to transform WLU attitudes, policies, and cultures into a positive environment that is welcoming for all faculty, regardless of our race/ethnicity, gender identity/expressions, age, (dis)ability, creed, sex, sexual orientation, and employment status".

WLUFA is looking forward to hearing about the recommendations that our Equity and Diversity Committee brings to our Executive table.

#### AGM

Date: Wed., April 19, 2017

Time: 12:00 p.m.

Place: Waterloo - PMC  
Brantford - RCW324

## The Planning Process

Quite perceptively, Carl James challenged the Town Hall attendees when he stated, “Diversity and Equity is written as a strategic pillar at Laurier, but does your university Administration really know what it means?” This observation continues to inform our actions as we continually uncover new challenges to equity, diversity, and inclusion faced by our members throughout the university.

As contemporary organizational strategies for equity and diversity are often in their embryonic stages, the E&D committee embarked on a search for proven planning methodologies to support the development of a strategic plan. Several of our members represent WLUFAs at various CAUT, OCUFA, and sector-wide planning councils and we continuously solicited best practices from our colleagues. However, these inquiries were often to no avail as some faculty associations (such as York University) have more than a decade invested in equity programs, while others (such as the organizations currently forming the Status of Women Equity Committee) are also looking to introduce initiatives.

Our quest for a proven methodology for an environmental scan and strategic plan led to the *Executive Leadership Forum*, which is a not-for-profit, Ministry-funded organization tasked with providing executive-level education and assessment tools to help organizations develop their capacity to institutionalize diversity, equity, and inclusion throughout their “core values, practices, policies, programs, services, structures and workforces.”

The Ministry funding provided the opportunity for WLUFAs E&D committee members Chris Klassen and Laurie Jacklin to enrol in the eight-month program. More than 70 organizations completed the program and participated in open experiential exchanges, including Halton Police, the John Howard Society, Hamilton AIDS Network, McMaster University, City of Brampton, Durham School Board, City of Kitchener, City of Waterloo, and so on.

In August 2017, Rob Kristofferson graciously donated a day to facilitate our intensive planning session. Using the assessment and planning tools from the *Executive Leadership Forum*, in this comprehensive planning session we evaluated the data gathered by committee members. In brief, the organizational self-assessment evaluated the following domains for WLUFAs and our members:

- Domain #1 – Diversity, equity, and inclusion (DEI) planning and policies
- Domain #2 – WLUFAs Organizational Culture and commitment to DEI
- Domain #3 – WLUFAs Education and Training for DEI
- Domain #4 – WLUFAs Human Resource-related policies and practices to support DEI (such as the collection of demographics on new hires, etc.)
- Domain #5 – WLUFAs Community Capacity Building (to advance DEI work through partnerships, advocacy, capacity-building, etc.)

## The Assessment Results

Similar to the other 70 organizations using this planning tool, the results showed the extent of the work needed to build on our existing equity and diversity successes, while systematically highlighting the areas where the most work needs to be done.

## OVERALL ORGANIZATIONAL ASSESSMENT AND ACTION PLANNING

This section of the self-assessment tool will assist you in understanding how well your organization is performing with regards to diversity, equity, and inclusion across the eight domains. It provides an opportunity to identify where your organization is excelling in diversity, equity, and inclusion, as well as where it needs to improve. The Action Plan section prompts you to identify the concrete steps needed to take action.

### Interpretation of the Average Assessment Score:

<p><b>Substantial</b> work is needed for our organization to reflect the D &amp; I Charter commitments</p> <p><b>1</b></p>	<p><b>Moderate</b> work is needed for our organization to reflect the D &amp; I Charter commitments</p> <p><b>2</b></p>	<p><b>Some</b> work is needed for our organization to reflect the D &amp; I Charter commitments</p> <p><b>3</b></p>	<p><b>Minimal</b> work is needed for our organization to reflect the D &amp; I Charter commitments</p> <p><b>4</b></p>	<p><b>Our organization embodies the commitments outlined in the D &amp; I Charter</b></p> <p><b>5</b></p>
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DOMAINS	TOTAL ASSESSMENT SCORE (Sum of scores)	AVERAGE ASSESSMENT SCORE (Total Score/# of applicable indicators = /5)
1 - Planning & Policy		$\frac{16}{40} = 2 / 5$
2 – Organizational Culture		$\frac{18}{35} = 2.6 / 5$
3 – Education & Training		$\frac{5}{15} = 1.3 / 5$
4 – Human Resources		$\frac{9}{25} = 1.8 / 5$
5 – Community Capacity Building		$\frac{13}{25} = 2.6 / 5$
6 – Service Planning & Development		

The committee is available to review the data in detail with WLUFAs Executive, if you wish to learn more about the process and evaluations. That said, our immediate priority concentrates on six initiatives.

## From Assessments to Six Strategic Priority Initiatives

The committee used the results of the assessment to develop comprehensive action plans to address the areas where WLUFAs received both strong and weak rankings (in relation to diversity, equity, and inclusion).

All committee members continued to seek input from WLUFAs stakeholders, and WLU entities, while defining our top six strategic items, as presented in this plan:

1. Vision Statement – WLUFAs executive statement on our commitment to diversity, equity, and inclusion.
2. Intersectional Anti-Oppression Training for WLUFAs Executives and Committees
3. Social Media Education: *How to address and respond to bad behaviour online*
4. Contract Faculty equity action plan (for WLUFAs Committee Work)
5. Hiring and Retention of Racialized Faculty: create a Racialized Faculty Colleague
6. Communications Relationship Building

These initiatives support WLUFAs full-time and contract faculty hiring, mentorship, and retention (in the broadest sense), and assist all under-represented, marginalized, and equity-seeking groups, as well as persons with visible and invisible disabilities.

### **The Next Steps: a.k.a. “The Ask”**

The E&D Committee appreciates the support we receive from the Executive and we anticipate continued collegial relations as we move ahead with our initiatives.

*Ask #1:* We respectfully ask the Executive to review these six strategic priorities, as documented in the following pages, at your upcoming retreat. *E&D committee members can be available by phone to answer any questions and/or explain the rationales, etc.*

At the conclusion of your retreat, please liaise with our committee to inform us of your discussion and next steps to move ahead.

*Ask #2:* We respectfully remind the Executive of our in-progress request to appoint Librarian Matt Thomas to our committee, so that Matt may continue to contribute his much-needed expertise in e-everything to our programs.

Please approve this appointment at your earliest convenience.

We look forward to discussing these priorities at your convenience as we work together to advance the equity, diversity, and inclusion agenda for WLUFAs.

Submitted by the E&D Committee,

Chris Klassen,  
Hind Al-Abadleh,  
Kari Brozowski,  
Matt Thomas (unofficial member),

Ciann Wilson,  
Joanne Oud,  
Laurie Jacklin, Committee Chair,  
Rebecca Godderis.

## E&D – Six Strategic Initiative Areas

- |    |   |             |
|----|---|-------------|
| #1 | Vision Statement – WLUFA executive statement on our commitment to diversity, equity, and inclusion. <ul style="list-style-type: none"><li>• Attachment: Sample Vision Statement from U. of Toronto</li></ul>  | pages 7-12  |
| #2 | Intersectional Anti-Oppression Training for WLUFA Executives and WLUFA Committee Members <ul style="list-style-type: none"><li>• Attachment: Biography of proposed Instructor</li></ul>   | pages 13-14 |
| #3 | Social Media Education: <i>How to address and respond to bad behaviour online</i>   | pages 15-16 |
| #4 | Contract Faculty equity action plan (initially for WLUFA Committee Work; bargaining item once a precedent is set) <ul style="list-style-type: none"><li>• Attachment: <i>CAUT Pro Rata</i> plan</li></ul>   | pages 17-20 |
| #5 | Hiring and Retention of Racialized Faculty: Creating the Racialized Faculty Colleague position <ul style="list-style-type: none"><li>• Attachment: RFC – definition of roles &amp; responsibilities</li><li>• Attachment: RFC – sample call for nominations</li></ul> | pages 21-24 |
| #6 | Communications Relationship Building  | pages 25-26 |

<b>Key priority #1:</b>	<b>Vision statement</b>
Key action item in this priority area.	Develop an executive statement on WLUFAs commitment to diversity, equity, and inclusion.
Person leading the development and implementation of this action plan.  Please list key collaborators.	Laurie  E&D Committee
Description of this action plan and its key components.	<p>Several universities and faculty associations are drafting vision statements on diversity, equity, and inclusion. However, there are few comprehensive precedents from OCUFA, CAUT, and their member organizations. CUPE associations publish an extensive vision, but our review determined that it was too 'down-market' for our directions.</p> <p>Many leading-edge public/private/service sector organizations are taking the vision one step further and developing Equity Charters.</p> <p>Although WLU defines diversity as a key pillar in the strategic plan, we respectfully suggest that this pillar does not make a commitment to the broad principles of diversity, equity, and inclusion. We therefore encourage the WLUFAs executive to consider this draft statement, work with our committee to discuss alternative statements, and proudly publish a vision statement with WLUFAs principles.</p>
Education/training required and/or provided through this priority item. (Please note the type of education, duration, audience, who delivers the education/training, and anticipated costs.)	<p>This vision can be discussed and finalized in advance of the proposed anti-oppression training.</p> <hr/> <p>WLUFAs general membership: None. This is a strategic statement.</p>
How will this action advance equity and diversity for WLUFAs and its members?	<p>This is a high level statement on our commitment to diversity, equity, and inclusion.</p> <p>This statement is intended to set the high level vision and frame the strategic actions, as proposed by the committee, in order to advance the development of a culture that supports equity, diversity, and inclusion strategies.</p>



<p>What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)</p>	<p>April – present this draft statement to the WLUFAs Executive and encourage a discussion at the Exec planning session. August – joint working session with WLUFAs Exec and E&amp;D Committee to refine and finalize the vision statement. September – WLUFAs includes the vision statement on the webpage masthead.</p>
<p>Who are the stakeholders that need to be involved to complete this plan?</p>	<ul style="list-style-type: none"> <li>- E&amp;D Committee</li> <li>- Sheila</li> <li>- WLUFAs Executive Committee</li> </ul> <p>Note: this is <i>not a policy or mechanism that requires ratification by the entire membership</i>. It is designed as a high-level vision statement.</p>
<p>What are the resources required to be successful? (Please estimate any costs associated with the required resources.)</p>	<p>Discussions and consensus.</p>
<p>How will the E&amp;D committee assess the outcomes (improvements) from this action?</p>	<p>The E&amp;D committee should review the statement on a bi-annual basis and make recommendations for updates to the vision.</p>

\*\*\* Proposed Statement – Version 3\*\*\*

\*\*\* to be finalized in collaboration with the WLUFAs Executive \*\*\*

**WLUFAs Executive Vision of Equity, Diversity, and Inclusion  
for our Association.**

*We acknowledge that we are located on the traditional territory of the Neutral, Anishnaabe, and Haudenosaunee peoples.*

WLUFAs values the uniqueness of all members and recognizes that diversity contributes to a rich, vibrant, and inclusive workplace.

WLUFAs supports campuses where all members enjoy unrestricted opportunities to participate on their own terms and in all aspects of university life.

WLUFAs seeks equity and inclusion for all members, with no differentiation between full-time and part-time faculty, by ensuring the primacy of rights-based approaches in decision-making, member relations, and actions by the Association.

WLUFAs seeks to foster an inclusive, diverse, equitable, and collegial community that upholds each member's dignity, rights, and freedom from discrimination, harassment, and oppression. WLUFAs actively challenges injustices and inequities due to ageism, ancestry, ethnicity, creed, Islamophobia, classism, ableism, disabilities, employment status, marital or family status, gender identity, gender expression, sexism, unearned privileges, and all forms of racism.

WLUFAs acknowledges the histories, legacies, and on-going traumas created by settler colonialism. We endorse the quest for reparations and social justice by accepting the recommendations from evidence-based inquiries, commissions, and studies. Of prime importance is the pro-active realization of the relevant recommendations tabled by Canada's Truth and Reconciliation Commission (2015).

**Attachment:** As evaluated by the committee, U of T offers the "best" and most contemporary Equity and Diversity statement (albeit from the perspective of an employer, so some sections are not relevant to a WLUFAs statement).



# UNIVERSITY OF TORONTO

University of Toronto  
Governing Council

## **Statement on Equity, Diversity, and Excellence**

December 14, 2006

To request an official copy of this policy, contact:

The Office of the Governing Council  
Room 106, Simcoe Hall  
27 King's College Circle  
University of Toronto  
Toronto, Ontario  
M5S 1A1

Phone: 416-978-6576

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E-mail: [governing.council@utoronto.ca](mailto:governing.council@utoronto.ca)

Website: <http://www.governingcouncil.utoronto.ca/>

## Statement on Equity, Diversity, and Excellence

The purposes of this statement are to express the University's values regarding equity and diversity, and relate these to the institution's unwavering commitment to excellence in the pursuit of our academic mission.

### Equity and Human Rights

At the University of Toronto, we strive to be an equitable and inclusive community, rich with diversity, protecting the human rights of all persons, and based upon understanding and mutual respect for the dignity and worth of every person. We seek to ensure to the greatest extent possible that all students and employees enjoy the opportunity to participate as they see fit in the full range of activities that the University offers, and to achieve their full potential as members of the University community.

Our support for equity is grounded in an institution-wide commitment to achieving a working, teaching, and learning environment that is free of discrimination and harassment as defined in the *Ontario Human Rights Code*. In striving to become an equitable community, we will also work to eliminate, reduce or mitigate the adverse effects of any barriers to full participation in University life that we find, including physical, environmental, attitudinal, communication or technological.

### Diversity and Inclusiveness

Our teaching, scholarship and other activities take place in the context of a highly diverse society. Reflecting this diversity in our own community is uniquely valuable to the University as it contributes to the diversification of ideas and perspectives and thereby enriches our scholarship, teaching and other activities. We will proactively seek to increase diversity among our community members, and it is our aim to have a student body and teaching and administrative staffs that mirror the diversity of the pool of potential qualified applicants for those positions.

### Excellence

We believe that excellence flourishes in an environment that embraces the broadest range of people, that helps them to achieve their full potential, that facilitates the free expression of their diverse perspectives through respectful discourse, and in which high standards are maintained for students and staff alike. An equitable and inclusive working and learning environment creates the conditions for our diverse staff and student body to maximize their creativity and their contributions, thereby supporting excellence in all dimensions of the institution.

Excellence at the University of Toronto is predicated on core freedoms that are at the heart of every university's mission --- freedom of speech and expression, academic freedom and freedom of research.

### Responsibility

The creation of an equitable community, one that is diverse as well as inclusive and that is respectful and protects the human rights of its members, requires the work of every member of the community, across all of our sites and campuses, including students, teaching staff, administrative staff, visitors, alumni and guests.

For its part, the University will strive to make considerations of equity a part of the processes of setting policies, developing procedures, and making decisions at all levels of the institution. While for governance purposes, responsibility for the Statement resides with the Vice-President of Human Resources and Equity, daily responsibility for ensuring that the values expressed in this Statement live and breathe throughout the University will also rest with the President, the Vice-President and Provost, the Vice-Presidents and Vice-Provosts, and each Principal, Dean, Chair and Manager, within the scope of each person's role in the University.

The University is committed to its internal policies on issues related to equity, and also operates in compliance with all legislation that bears on equity and human rights.<sup>1</sup>

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<sup>1</sup>The applicable policies and legislation include: Statement of Institutional Purpose, Code of Behaviour on Academic Matters, Policies and Procedures: Sexual Harrassment, Employment Equity Policy, Statement of Commitment Regarding Persons with Disabilities, Statement on Protection of Freedom of Speech, the Ontario Human Rights Code, and any current or future guideline or procedure dealing with equity issues. Links to websites for the existing documents are listen in an Appendix to this Statement.

<b>Key priority #2:</b>	<b>Intersectional Anti-Oppression Education and Training</b>
Key action item in this priority area.	Intersectional anti-oppression training in a safe environment for WLUFAs Exec, Staff, and Committee Members
Person leading the development and implementation of this action plan.	Rebecca Godderis
Key collaborators.	Joanne Oud
Description of this action plan and its key components.	Other strategic priority plans have identified the need for basic intersectional anti-oppression training for key members of WLUFAs.
Education/training required and/or provided through this priority item. (Please note the type of education, duration, audience, who delivers the education/training, and anticipated costs.)	<p>WLUFAs staff a/o Executives a/o designated committee members:</p> <p>Type: intersectional anti-oppression training  Duration: 2 hours  Audience: all WLUFAs Executive, staff and committee members will be invited</p> <p>Who delivers the training and cost?</p> <p>E&amp;D committee members recommend Beverly Bain (UTM). Cost is approximately \$1,000-\$1500 for 2-hour session. See attached biography.</p>
	WLUFAs general membership: The initial focus for the training is the WLUFAs Executive, WLUFAs staff, and WLUFAs committee members. Subsequently, the attendees will provide input on the optimum way to make this type of training available to all WLUFAs members on a routine basis.
How will this action advance equity and diversity for WLUFAs and its members?	Workshop will contribute to increased understanding and knowledge about how to approach equity and diversity issues
What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)	May or August/September 2018 (basically when new Executive starts)

<p>Who are the stakeholders that need to be involved to complete this plan?</p>	<p>Work with WLUFAs staff and executive to plan date and organize registration, room booking etc.</p> <p>Confirm workshop facilitator and work with them to identify key themes to cover</p>
<p>What are the resources required to be successful? (Please estimate any costs associated with the required resources.)</p>	<p>Identify WLUFAs invitees to the training (from the Executive and Committee) and issue invitations.</p> <p>Assistance with room booking and registration</p> <p>Primary cost will be for a workshop facilitator (\$1000-\$1500) and travel for the facilitator to Waterloo (\$150); secondary costs could include workshop materials and drinks/food (\$200)</p> <p>Cost estimated at \$1350 to \$1850</p>
<p>How will the E&amp;D committee assess the outcomes (improvements) from this action?</p>	<p>Anti-oppression training has been completed by a majority of WLUFAs executive, staff and committee members</p>

<https://www.utm.utoronto.ca/historical-studies/people/bain-beverly>

## Bain, Beverly **This is the bio of our proposed facilitator for anti-oppression training**

Lecturer (Limited Term) | Women and Gender Studies

### Contact Information

**Email:** [beverly.bain@utoronto.ca](mailto:beverly.bain@utoronto.ca)  
**Room:** EH 211C  
**Mailing Address:** 3359 Mississauga Rd., N  
**City:** Mississauga  
**Province:** ON  
**Postal Code:** L5L 1C6  
**Office Hours:** TBA



Beverly Bain teaches in Women and Gender Studies in the Department of Historical Studies at the University of Toronto Mississauga. She has been teaching in the university environment for the past 12 years. She currently teaches and researches in the area of diasporic sexualities, black queer diasporic studies, sexual assault and violence against women, gender, colonialism, transnationalism and anti-capitalism.

Bain has been an anti-racist anti-violence feminist activist for over 30 years. She was the Executive Director of the National Action Committee on The Status of Women, Canada's largest feminist organization between 1992-1997.

Her publications include "Uncovering Conceptual Practices: Bringing into Lived Consciousness Feminists Activities on the Toronto Police Services Sexual Assault Audit " Canadian Women Studies (2010), "A New Chapter in Feminist Organizing: The Sexual Assault Audit Committee" Canadian Woman Studies with Jane Doe and Amanda Dale (2010), " Fire Passion and Politics: The Creation of Blockorama as Black Queer Diasporic Space in the Toronto Pride Festivities" Forthcoming in edited anthology Activating Resistance: Remembering and Rethinking Sex/Gender Struggles by Patrizia Gentile, Gary Kinsman and Pauline Rankin.

She was the recipient of the Laurentian University- Sociology Department teaching Award for Excellence in 2012 and the recipient of the Steinert and Ferreiro Award of Excellence- Community One Foundation of Toronto for Activism and teaching in the LGBTQ of Colour Communities in Toronto in 2005.

<b>Key priority #3:</b>	<b>Social Media Education Campaign</b>
Key action item in this priority area.	These are proactive education and training sessions: <b><i>“How to address and respond to bad behaviour online”</i></b>
Person leading the development and implementation of this action plan.  Please list key collaborators.	Matt Thomas (lead)  E&D Committee
Description of this action plan and its key components.	Troubleshooting and disruptive behaviour is almost unavoidable online particularly through the popular social media platforms. To support WLUFAs membership in using social media professionally, academically and personally, this session will provide tips and strategies on how to respond to and/or avoid this behaviour will be provided generally and in more in depth sessions.
Education/training required and/or provided through this priority item. (Please note the type of education, duration, audience, who delivers the education/training, and anticipated costs.)	n/a  WLUFAs general membership: Some familiarity with using popular social media tools will be required to make the most of these offerings.
How will this action advance equity and diversity for WLUFAs and its members?	Equity and diversity improvement efforts are often met with strong criticism and opposition especially in anonymous or near-anonymous environments such as social media platforms. Giving our membership the ability to face these will increase the likelihood of success.
What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)	General awareness campaign would take place over the next year, while the training sessions themselves would be scheduled for a time convenient for chosen instructors and WLUFAs members: perhaps some time in the middle of Winter term 2019?
Who are the stakeholders that need to be involved to complete this plan?	WLUFAs E & D Committee; and WLUFAs communications related staff and/or volunteers



<p>What are the resources required to be successful? (Please estimate any costs associated with the required resources.)</p>	<p>If an instructor is desired and can be found, they may require a speaking fee (perhaps \$1000-1500 per session).</p> <p>The only other resource required would be work time of Committee members and WLUFAs staff.</p>
<p>How will the E&amp;D committee assess the outcomes (improvements) from this action?</p>	<p>Training session will have pre- and post-testing survey covering confidence in handling related situations. General awareness efforts will not be assessed.</p>

<b>Key priority 4:</b>	<b>Contract Faculty (CF) Equity Action Plan</b>
Key action item in this priority area.	CF Compensation for WLUFAs committee work
Person leading the development and implementation of this action plan.	Chris Klassen
Key collaborators.	Ciann Wilson, collaborator Laurie Jacklin, collaborator
Description of this action plan and its key components.	<p>Providing equitable recognition of the work done by CF within the Faculty Association. Tenure-stream faculty get recognition of this work through their annual progress reports that count service work as part of their job. Full-time faculty draw salaries against which they are expected to do university service work, but Contract Faculty do not receive any compensation. Moreover, CF are sometimes subject to risk in regards to their precarious employment, if they express challenging and/or anti-status-quo positions on those committees. Nonetheless, CF voices need to be heard at all levels of university governance, including committee representation.</p> <p>Bill 148 is a mechanism to challenge this unpaid labour. Reference the attached flyer, "CAUT Pro-Rata Model."</p> <p>To make this a more equitable situation, we propose a system of remuneration for CF beginning with compensation for their participation in WLUFAs committee work. In the future we should extend the equity tenet and ask WLU to compensate CF for participating in departmental, hiring, faculty, and other committees.</p> <p>The key component is to set up a fund from which CF can draw for their committee work, to be governed by the Executive (and or a designated committee representative).</p> <p>Any chair of a committee who is CF will be eligible for a financial stipend each year. For committee members, we recommend an allocation of funds based on time spent in committee work, as verified by the committee chair, with a maximum per year.</p> <p>The dollar amounts are TBD, based on discussions with WLUFAs Exec representatives.</p>

<p>Education/training required and/or provided through this priority item. (Please note the type of education, duration, audience, who delivers the education/training, and anticipated costs.)</p>	<p>WLUFA staff a/o Executives a/o designated committee members: none.</p> <p>WLUFA general membership:</p> <p>In addition to this fund, a continuing education plan for addressing the micro aggressions facing CF must be included in the larger training addressing micro aggressions.</p>
<p>How will this action advance equity and diversity for WLUFA and its members?</p>	<p>This fund will give recognition of the work done by CF for the Faculty Association equivalent to the recognition given to tenure-stream faculty.</p> <p>This initial step sets the path for further equity, consistent with the principles of Bill 148.</p>
<p>What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)</p>	<ul style="list-style-type: none"> <li>• Set up details of plan – Winter 2018</li> <li>• Send for consideration to Executive April 2018</li> <li>• Bring to Membership for approval in 2018</li> <li>• Implementation September 2018</li> </ul> <ul style="list-style-type: none"> <li>• This initial strategy should evolve into a bargaining issue, so that CF receive compensation and recognition for ALL committee/service work performed for the university. For instance, CF representatives are required on Dean search committees, and the equity principle suggests that CF should be on the new President’s Task Force, etc.</li> </ul>
<p>Who are the stakeholders that need to be involved to complete this plan?</p>	<ul style="list-style-type: none"> <li>• WLUFA Executive – agree in principle to this action item</li> <li>• WLUFA Staff – work with E&amp;D committee to determine the financials and seek funding</li> <li>• WLUFA membership</li> </ul>
<p>What are the resources required to be successful? (Please estimate any costs associated with the required resources.)</p>	<p>We would like to work in consultation with the WLUFA Exec to scope out the number of committees where the lead volunteers receive compensation (Full-time &amp; CF) and the number of committees where no compensation is available.</p> <p>This data will be translated into the annual financial amounts required to achieve CF equity for WLUFA Committee work. Annual fund = TBD.</p>
<p>How will the E&amp;D committee assess the outcomes (improvements) from this action?</p>	<ul style="list-style-type: none"> <li>• Track how many people access the fund each year.</li> <li>• Survey members to see how easy it was to access fund.</li> <li>• Track if WLUFA receives more volunteers for committee work as a result of addressing the “no compensation; no recognition” issue.</li> </ul>



# Scholarship

The work of an academic staff member involves both the pursuit and the dissemination of knowledge through teaching, public lectures, conference communications, publications, the building of library collections, the provision of critically mediated access to information, artistic production and other similar activities.

Such activities are closely related and involve different aspects of a single job. Yet thousands of contract academic staff at Canada's universities and colleges have been denied an opportunity to participate fully in all aspects of academic work.

CAUT believes that all academics should have a job which:

- Provides academic freedom
- Provides an opportunity for research
- Provides a voice in academic governance
- Provides fair compensation
- Provides benefits

# Stronger together

Tenured and tenure-track staff face a stark choice: help win salary, working conditions and other rights comparable to their own for contract academic staff or watch their own situation gradually decline to that suffered by their contract colleagues.

The best way to move forward is to include all academics in academic staff associations and to recognize that the continued exploitation of some will eventually lead to the exploitation of all.

# CAUT can help

The Canadian Association of University Teachers provides services to support member associations' efforts to negotiate improved terms and conditions of employment.

CAUT has developed a number of model clauses and bargaining advisories to help translate into contract language the principles outlined in our *Policy Statement on Fairness for Contract Academic Staff*. Highly trained and dedicated professional officers on staff are always available to answer questions and provide advice.



# The Pro Rata Model

- Tenured
- Tenure-track
- Adjunct
- Part-time
- Sessional
- Limited-term
- Contract
- Instructor

Interested in finding out more about what you can do on your campus?

Contact:

Canadian Association of University Teachers  
2705 Queensview Drive, Ottawa, Ontario K2B 8K2  
Tel/ 613-820-2270 Fax 613-820-7244

[WWW.CAUT.CA](http://WWW.CAUT.CA)



# Cheap labour

Post-secondary administrators are increasingly relying upon poorly paid contract academic staff to meet the teaching needs of their institutions.

Persons holding such appointments typically:

- Are paid a disproportionately small stipend for teaching a course
- Have no benefits
- Are denied traditional academic rank
- Have limited job security
- Are expected to maintain professional standards, but are given little opportunity to do so
- Are not expected to be involved in ongoing research activities, except on a voluntary and unremunerated basis
- Do not receive adequate academic support such as offices, photocopying, telephone, voice-mail and e-mail
- Do not have access to research or travel funds
- Do not have the opportunity to contribute to academic governance
- Have no opportunity to transfer to better positions within the academy

# The pro rata model

Regular appointments include teaching, research and service. The pro rata model defines and compensates contract work as a percentage of a regular appointment. This is the best way to restore the essential integrity of scholarly work as including both the pursuit of new knowledge and its dissemination through teaching, publication, professional practice, and other creative endeavours.

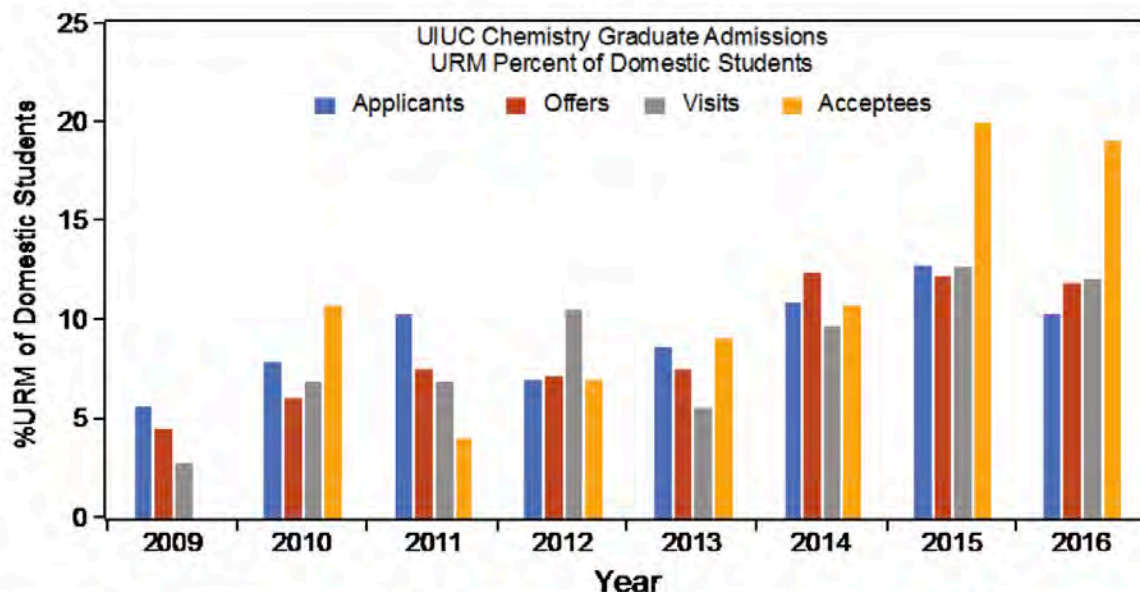
Pro rata appointments:

- Provide contract staff access to a full career and full participation in our institutions
- Make it impossible to exploit "teaching-only" positions
- Undermine the financial incentive to use less than regular appointments
- Provide better job security, academic freedom and an opportunity to do research and creative activity and service
- Respond more appropriately to governments and administrators who demand "world-class, research-intensive" institutions which promote the "integration of teaching and research"
- Are fairer for individuals because everyone's talents can be fully developed
- Are fairer for students who pay the same fees regardless of the nature of the instructor's contract, and should be taught by academic staff who have equal access to facilities, professional development, and fair compensation for their work
- Will help contract academic staff compete for regular positions
- Will address concerns about a shortage of academic labour



<b>Key priority #5:</b>	<b>Hiring and retention of racialized faculty</b>
Key action item in this priority area.	Creation of a Racialized Faculty Colleague position.  Jasmin Zine mentioned that she held a similar position (when Sue Horton was VPA).
Person leading the development and implementation of this action plan. Key collaborators.	Ciann Wilson and Hind Al-Abadleh  DEO Office, WLUFA Executive, Allison Roberts, Woman's Faculty Colleague(s)
Description of this action plan and its key components.	An establishment of the position and funded by WLUFA and University. The positions provide a variety of supports, such as mentorship, advocacy and mediation.
How will this action advance equity and diversity for WLUFA and its members?	Create and implement the plan and supports for WLUFA full-time and contract faculty hiring, mentorship, and retention (in the broadest sense) for racialized (Black, Indigenous, persons of colour) faculty.
What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)	Arrange for meetings with administration and WLUFA over the next few months to establish the positions by September.
Who are the stakeholders that need to be involved to complete this plan?	WLUFA, Administration, DEO office.
What are the resources required to be successful? (Please estimate any anticipated costs.)	Course release funds, Budget funds, training, hire a professional consultant (note included in education priority) and press release to advertise position. Roughly \$10,000 per RFC. We recommend one RFC in Brantford and one in Waterloo.
How will the E&D committee assess the outcomes (improvements) from this action?	Benchmark data must be produced before the position begins – see Hind's data (below) as an example of types of data that we might track.  In addition, surveys to faculty will ask how the positions improved their work lives. The people may also report on how many people contact them for support.

## Sample Data



**Figure 7:** Statistics on URM graduate admissions to the PhD program in chemistry at the UIUC following the establishment of the Graduate Diversity Office in the Chemistry Department. Data from Dr. Ellen Wang Althaus.<sup>76</sup>

Citation: **Hind A. Al-Abadleh\*** (2016) "The Centrality of Human Diversity to Advancement and Innovation in Chemical Research and Education in the 21st century", in *Making Chemistry Inclusive, Proceedings of the Canadian Society for Chemistry Symposium on Equity and Diversity in Chemistry*, Etkin, N. (Ed.), Hayden-McNeil, Plymouth, MI, pp. 56-99.

# **Racialized Faculty Colleague Roles and Responsibilities**

**\*\*\* DRAFT \*\*\***

## **Overview**

The position of the Racialized Faculty Colleague (RFC) is created in 2018 on the recommendation of WLUFAs Equity and Diversity Committee.

The term 'racialized' replaces the outdated term 'visible minorities' (as per the Ontario Human Rights Commission). 'Racialized' refers to persons who identify as Black, Indigenous, and people of colour.

This position is filled by nominations and election by WLUFAs members. We anticipate that the recommendation would go to the Joint Liaison Committee.

Each RFC receives a one one-term course remission for each year of service.

## **Racialized Faculty Colleague Roles and Responsibilities:**

1. Provides support and information to racialized faculty on issues affecting their hiring, retention, and advancement.
2. Advocates on behalf of racialized faculty with senior administration on issues affecting hiring, retention, and advancement.
3. Acts as a resource person to racialized faculty to advise and assist on concerns about equity issues.
4. Initiates activities within the University to promote discussion and understanding of issues affecting racialized faculty.
5. Organizes at least one event per academic year to disseminate information about issues and best practices affecting the academic performance of racialized faculty.
6. May make recommendations on improving work/life balance.
7. When requested, attends orientation for new faculty.
8. When requested, gives advice on the development of equity-related materials.
9. May attend conferences offered by CAUT, OCUFA, and other relevant organizations.
10. Presents an annual budget within 60 days of appointment.
11. Reports jointly to the University and WLUFAs. Submits a written report of activities in June. This report is shared with the Joint Liaison Committee.



## **Draft: Call for Nominations Racialized Faculty Colleagues – Waterloo and Brantford**

We write to invite nominations to fill the position of Racialized Faculty Colleague for the Waterloo and Brantford campuses.

The position of the Racialized Faculty Colleague (RFC) was created in 2018 on the recommendation of WLUFA Equity and Diversity Committee. This position leads initiatives to assist in increasing the hiring and retention of full-time and contract racialized faculty.

The position of RFC provides a variety of support and information such as mentorship, advocacy, and mediation for any/all Indigenous and racialized persons

Each incumbent receives one one-term course relief per academic year in recognition of the demands of the position. At least one of the two incumbents must have tenure. The position may be renewed for a second year. Please see attached overview of roles and responsibilities.

Nominations should be submitted to the attention of the WLUFA office by e-mail. Nominations should indicate that the person nominated is aware of the nomination and has agreed to let their name stand.

After nominations have been received, an election will be held. The results of the election will be forwarded to the Executive of WLUFA so that it may recommend a candidate to the University. .

If you have any questions about the process, please contact WLUFA or Faculty Relations.

<b>Key priority #6:</b>	<b>Communications Relationship Building</b>
Key action item in this priority area.	Facilitating working with WLUFAs Exec, Staff, and WLUFAs Committee members on current issues related to communication through social media and other media.
Person leading the development and implementation of this action plan.  Please list key collaborators.	Matt Thomas (lead)  E&D Committee
Description of this action plan and its key components.	It's important for all WLUFAs committees to be able to work well with each other and the membership in a variety of ways.  This action plan focuses on the partnership between the WLUFAs E&D Committee and WLUFAs Executive, Staff, and other committees as it relates to communication needs and efforts. Matt will coordinate this partnership, which is designed to share ideas to unify all the people interested in communicating on behalf of their committee. The goal of this action plan will be to create and record connections made to facilitate working together into the future.
Education/training required and/or provided through this priority item. (Please note the type of education, duration, audience, who delivers the education/training, and anticipated costs.)	WLUFAs staff a/o Executives a/o designated committee members: n/a  WLUFAs general membership: All WLUFAs members interested in issuing communications on behalf of their committees.
How will this action advance equity and diversity for WLUFAs and its members?	Communications and social media specifically is a necessary part of much of the mission of the E&D Committee, WLUFAs, and its committees. Making a conscious effort to ensure that we're all working well together, coordinating messages, and not duplicating effort will support all actions.
What is the timeline to complete this action? (Please add estimated milestones, as appropriate.)	This should be done through the next year but depends on the WLUFAs staffing details and the configuration of communications responsibilities within WLUFAs.

<p>Who are the stakeholders that need to be involved to complete this plan?</p>	<p>WLUFAs E&amp;D Committee; and WLUFAs communications related staff and/or volunteers</p>
<p>What are the resources required to be successful? (Please estimate any costs associated with the required resources.)</p>	<p>The only resource required would be work time of WLUFAs Committee members and WLUFAs staff.</p>
<p>How will the E&amp;D committee assess the outcomes (improvements) from this action?</p>	<p>The goal of this plan to put in place relationships and procedures that will facilitate working together into the future. Informal assessment will occur alongside actions.</p>