

University of Lethbridge

Equity Working Group

**A Joint Initiative of the Board of Governors of the University and the
University of Lethbridge Faculty Association**

December 8, 2017



**The Board of Governors of the University of Lethbridge
and the University of Lethbridge Faculty Association**

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(1) Introduction

The Equity Working Group (hereafter, EWG) was struck pursuant to a Memorandum of Understanding (MOU – Appendix A of this Report), dated May 9, 2016, between the Board of Governors of the University of Lethbridge (“the Board”) and the University of Lethbridge Faculty Association (“ULFA”). The EWG was composed of two members representing the Board, and two members representing ULFA, identified in Appendix B of this Report. The purpose of the EWG was to *“prepare a report with recommendations on how Equity and Diversity issues at the University can best be identified and addressed, where they are found to exist, with due reference to ensuring that ongoing attention to such issues is paid by appropriate means”*. The MOU also called for the EWG to submit its report with recommendations by June 30, 2017.

The EWG is the most recent activity undertaken at the University to address potential equity and diversity issues. Two past activities focused on these issues: (a) a 2002/2003 review of the possible existence of salary anomalies generally, reflecting salary differences inconsistent with comparable experience and qualifications; and (b) a 2008 salary study, which considered whether salary differentials existed between men and women, after accounting for comparable experience and qualification levels.

The 2002/2003 review identified numerous salary differentials which were inconsistent with comparable experience and qualification levels. For those academic staff members having lower salaries than members with comparable experience and qualifications, salary levels were adjusted upwards for those in the former group to the comparable level in the latter group.

In November, 2008, a joint Board/ULFA Salary Equity Report was completed. This Report showed no statistically significant differences in salaries across men and women, when treating the academic staff members as a sample of academic staff at a post-secondary institution, but revealed small differences if viewing the data as a population, or census. For faculty members and Librarians, the analysis revealed a \$98.73 difference (on average) between men’s and women’s salaries, in favour of men. For Academic Assistants (now categorised as Instructors), the difference was \$1,571, in favour of women. Across Faculties, there were no statistically significant differences when viewing the data as a sample. If considered a census, men’s salaries were higher on average in Arts and Science, Education and Fine Arts, but lower in Management. The lack of a statistically significant gender-based salary anomaly (when treating the data as a sample) was thought to be unusual, given its pervasiveness in studies of a similar kind carried out at other universities. One possibility raised then was that salary adjustments made in 2002-2003 had helped to rectify gender-based differences in salary. Alternatively, it was also posited that the variables included in the 2008 University of Lethbridge study, being different from those in other institutions’ studies could have masked gender differences. No salary adjustments were made as a consequence of the 2008 study. However, a commitment was made to repeat such comparisons in the future, to ensure that systematic differences in salaries had not arisen.

Salary studies have been carried out frequently at universities in Canada and elsewhere over the past few years, finding that inequalities between women’s and men’s salaries are common. Furthermore, a recent study covering 4,500 colleges in the United States, published in the March 22, 2017 issue of *The Chronicle of Higher Education*, reported the continued existence of a gender salary gap even though the percentage increase in average women’s salary was slightly higher than men’s over a one year period. These various studies, and the length of time since the last University of Lethbridge salary

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study, indicate that it would be appropriate to conduct an updated salary review at the University, and to establish parameters for the periodic assessment of this dynamic, as inequalities tend to reappear after the correction of salary anomalies.

The Salary Equity Report of 2008 also made a number of recommendations, which are relevant in the context of the EWG's activities:

- 1) Repeat monitoring of men/women salary equity at regular time intervals (p.iii, 25)
- 2) To consider equity analyses for groups other than gender, as other variables (e.g. ancestry, disability) are known to potentially result in barriers and disadvantage in the system of rewards at the workplace (p. 1, 25)
- 3) Addition of qualitative information in addition to quantitative data (p.6, 25)
- 4) Studying inequities in merit awards by gender (p. 25)

(2) EWG Discussions

In the initial meetings of the EWG, it was agreed that the scope of activity was best confined to identifying substantive, detailed activities to be undertaken by one or more broader committees. For example, it was agreed that a need exists to update the 2008 Salary Equity Committee Report, to determine how this environment has evolved at the University since 2008. To this end, updated data would need to be collected and appropriately analysed, keeping in mind the alternative census/sample interpretations of such analysis. Furthermore, efforts should be made to collect/analyse diversity data along other dimensions.

Related to the above, there is a need to conduct analyses of various kinds, including salary, across diversity dimensions other than gender. Although it can be difficult to collect the requisite data to engage in such analyses, many institutions have been able to do so, and their experience can provide a sense of direction in how our University can proceed with such work. For example, institutions participating in the Federal Contractors Programme systematically collect data identifying academic staff from the following groups: (a) First Nations, Métis and Inuit (FNMI) origins; (b) racialized communities or visible minorities; and (c) persons with disabilities. The University of Lethbridge participates in this Programme but it is exempted from collecting such data. There is therefore scope to collect such data, along with data pertaining to other diversity dimensions such as sexual orientation, gender identity, and groups that can be racialized in practice, owing to a variety of factors, such as speaking English as a second language.

Even should additional diversity data be collected, it would be necessary to link such data to other data pertaining to academic staff, in order for any equity/diversity analysis to be conducted. Because the collection of any such diversity data can only be voluntarily conducted, special efforts would be needed in order for useful data to be collected. Human Resources reports that we have a high return rate of survey response at the University, thus a future effort in this regard is promising.

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Beyond studies of the types mentioned above, the EWG also held the view that it would be important to follow up on other recommendations of the 2008 Salary Equity Committee. In particular, no work has to date been carried out to analyse the possible existence of systematic differences in salary merit awards, nor of promotion, across any dimension of diversity. The EWG feels it important that such work be carried out, should it be possible to obtain the data appropriate for this purpose. There is also perhaps a need to incorporate additional Faculty Handbook language around diversity issues beyond what is currently contained in Article 11.03.1. The nature of such changes need be left in the hands of future Board/ULFA Handbook negotiating teams.

Last, a baseline diversity study which analyzes the composition of academic staff across the varied, aforementioned dimensions of diversity would enable the University to begin monitoring minority representation across time and related recruitment and retention strategies (of under-represented groups in particular). This is consistent with current calls by Universities Canada to advance diversity, equity and inclusion through the newly formulated Inclusive Excellence Principles.

(3) Recent Experience at Other Universities

The EWG identified that a number of other universities in Canada have conducted recent salary equity reviews. A by no means exhaustive list of such studies, and actions taken as a result, are as follows:

- 1) UBC 2013: 2% pay increase for all female tenure-stream faculty members
- 2) Mc Master 2012: salary adjustment of \$3,515 for all full-time female faculty members, and pro-rated adjustment for part-time female faculty members
- 3) Windsor 2012: strategic hiring, with the goal to meet percentages of designated groups and a five-year timeline for periodic reassessment of minority representation in faculty members
- 4) Waterloo 2015: salary adjustment of \$2,095 for female faculty in addition to addressing 59 individual anomalies by specific amounts
- 5) Simon Fraser 2016: 1.7% salary increase for all tenure-stream female faculty members, and establishment of a \$5 million fund to compensate female faculty members for past losses with lump amounts
- 6) York 2017: agreed on target of 20% visible minority representation, recognition for LGBTQ2S individuals as under-represented group, and hiring of four FNMI academics over the course of the collective agreement.

The studies noted above indicate that it is possible to conduct more extensive diversity/equity reviews, given the availability of appropriate data. Other institutions sometimes manage such matters via the existence/use of equity and diversity offices, thereby catering to these considerations across all employee groups. Collecting and analysing equity/diversity data, however, is not an easy task, irrespective of how this is done. Critical diversity data can only be collected on a voluntary basis. This

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difficulty in data collection is not, however, an excuse to give up on the idea. One must at least try to carry out appropriate data collection.

(4) Recommendations and Conclusions

The EWG makes the following recommendations:

- 1) Where ongoing reviews of equity and diversity matters are conducted by the University, a seven-year cycle, at most, is recommended as the maximum frequency with which such reviews are conducted. Furthermore, prior to embarking on such reviews, there should be accepted general directions on how any identified inequities are to be addressed.
- 2) The data underlying the 2008 Salary Equity Committee Report should be updated and expanded along diversity dimensions identified in Section (2) of this Report, and an up-to-date analysis of these new/revised data should be conducted, so that the University's post 2008 environment can be considered.
- 3) Efforts should be made to collect the additional diversity data outlined in Section (2) of this Report, and these data linked to the data in 1) above. There are many examples of questionnaires that are in use by other universities. An example of one such questionnaire covering designated categories only (in use at McMaster University) is given in Appendix C.
- 4) The data set in 2) should be expanded at some point to include more detailed data on salary merit awards and promotion information, so that an analysis of possible differences across the diversity spectrum in these areas can be conducted.
- 5) Efforts should be made to generate a baseline diversity profile, as outlined in Section (2) of this Report, to begin monitoring minority representation and related recruitment and retention strategies.
- 6) In the past, the University developed a guideline document pertaining to staff recruitment process/practices (*Best Practices for Hiring with a focus on Diversity & Equity*). It is recommended that this guideline document be revised and updated, incorporating hiring guidelines/advice relating to the spectrum of diversity issues. It is also recommended that discussion of this document is incorporated as part of the standard procedure for hiring committees—and if possible, complemented with diversity awareness training for such committees.
- 7) One or more committees to manage the above tasks should be created, comprised of an appropriate and balanced number of Board/ULFA members, so that there is sufficient capacity to have the activities completed in a timely fashion.
- 8) Progress in dealing with the Calls to Action in the Truth and Reconciliation Commission Final Report, as these relate to equity and diversity, has been slow. It is recommended that critical

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recommendations (Calls to Action) in the Final Report be identified, and a roadmap developed, outlining how University objectives related to these recommendations are to be met.

- 9) For all equity and diversity reviews that are to be conducted, it is recommended that each of the associated review committees or teams have clearly articulated mandates, identifying any data that needs to be collected, how any associated data analysis is to proceed, and recommended timelines for follow-up, if follow-up is deemed to be feasible/desirable.
- 10) Within a year of the submission of this Report to its Principals, it is recommended that the Parties meet to discuss the recommendations in this Report and to establish timelines for addressing them.

We also note that once a committee, committees or working group(s) have been established relative to 7 above, additional tasks might be identified to be carried out within the scope of such committee(s) or working group(s).

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**Appendix A: Equity Working Group
Memorandum of Understanding**

ULFA 2016 Negotiations
BOARD PROPOSAL
Without Prejudice

NEW: MOU – Equity Working Group

SCHEDULE XX

MEMORANDUM OF UNDERSTANDING

Between

THE BOARD of GOVERNORS of the UNIVERSITY OF LETHBRIDGE
(the "Board")

and

THE UNIVERSITY OF LETHBRIDGE FACULTY ASSOCIATION
("ULFA")

Equity Working Group


The parties hereby agree to have two representatives appointed by the Board and two representatives appointed by ULFA to form a preliminary working group on Equity and Diversity Issues.

The parties agree that all information provided by Human Resources to the working group members remain confidential, and that such information will not be shared in any way which permits identification of specific Faculty Association Members.

The parties agree that the Equity Working Group will prepare a report with recommendations on how Equity and Diversity Issues at the University can best be identified and addressed, where they are found to exist, with due reference to ensuring that ongoing attention to such issues is paid by appropriate means.

The Equity Working Group will commence its work by September 15, 2016 and conclude its activities by June 30, 2017.


Board of Governors Representative
Dr. Chris Nicol


ULFA Representative
Dr. Dan O'Donnell

May 9, 2016
Date

May 9, 2016
Date

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Appendix B: Equity Working Group Membership

ULFA Representatives:

Dr. Andrea Cuéllar,
Associate Professor of Anthropology



Signature

Board Representatives:

Ms. Elaine Carlson,
Associate Vice-President (Human Resources)



Signature

Dr. Kien Tran,
Professor of Economics



Signature

Dr. Christopher Nicol, University Librarian,
and Professor of Economics



Signature

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Appendix C: ED Questionnaire

McMaster University is focused on creating an inclusive workplace for all faculty and staff. We believe it is important for our workforce to reflect the diversity of our students and community. The first step in understanding McMaster's current workforce is to conduct an employment equity census. The questions in the census focus on groups that have historically faced and continue to face barriers in employment.

About the Census:

- Completing the census will take approximately two minutes.
- This census is voluntary. If you do not wish to answer the questions please check "I do not want to complete the census" below. In addition, each question allows you to select "I do not wish to answer this question"
- The University's goal is to achieve an 80% response rate to the census.

Protecting your information:

- Your responses will be stored in an isolated table in Mosaic that is separate from your other personal information that cannot be accessed or viewed.
- Your responses will be anonymized when they are analyzed and reported in an aggregate form for employment equity purposes.
- You can revise your responses to the census at any time, by completing a new survey which will update your information.

Please visit workingatmcmaster.ca/census for more information, including the full Statement of Collection.

If you have questions about completing the census, please contact employment-equity@mcmaster.ca or 905-525-9140 x 21535.

Employee Identification and Consent

Employee ID _____

I do not wish to complete the survey

Send your completed survey in an envelope marked "confidential" to:

Shylo Elmayan, Employment Equity Specialist
Human Resources Services
Gilmour Hall 304
1280 Main St W
Hamilton ON L8S 4L8

1. First Nations, Métis and Inuit Peoples

For the purposes of employment equity, an Aboriginal person is First Nations (Status/ Non-Status), Métis or Inuit.

The term "Aboriginal Peoples" is used as an umbrella term to include a wide range of communities who are indigenous to North America. It is recognized that individuals often prefer to self-identify using terms such as Indigenous, Métis, Haudenosaunee, Anishinaabe, Oneida, Cree, etc.

For the purposes of employment equity do you self-identify as an Aboriginal Person?

No Yes I do not wish to answer this question

2. Members of Racialized Communities (Members of a Visible Minority)

For the purposes of employment equity, the term "Member of a Visible Minority" is used to describe persons of colour or members of racialized communities.

A member of a visible minority in Canada is someone (other than an Aboriginal person as defined in question 1) who self-identifies as non-white in colour or non-Caucasian in racial origin, regardless of birthplace or citizenship. Members of ethnic or national groups (for example: Portuguese, Italian, Greek) would not be considered members of a visible minority unless they also identify as non-white in colour.

For the purposes of employment equity do you self-identify as a member of a visible minority?

No Yes I do not wish to answer this question

3. Persons with Disabilities

For the purposes of employment equity, "persons with disabilities" means persons who have a long-term or recurring physical, mental, sensory, psychiatric or learning impairment AND

- A. Who consider themselves to be disadvantaged in employment by reasons of that impairment OR
- B. Who believe that an employer or potential employer is likely to consider them to be disadvantaged in employment by reasons of that impairment

This also includes persons whose functional limitations owing to their impairment have been accommodated in their current job or workplace.

For the purposes of employment equity do you self-identify as a person with a disability?

No Yes I do not wish to answer this question

THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

PHYSICS 551

LECTURE 1: INTRODUCTION TO QUANTUM MECHANICS

LECTURE 2: THE SCHRÖDINGER EQUATION

LECTURE 3: ANGULAR MOMENTUM

LECTURE 4: PERTURBATION THEORY

LECTURE 5: IDENTICAL PARTICLES

LECTURE 6: RELATIVISTIC QUANTUM MECHANICS

LECTURE 7: SCATTERING THEORY

LECTURE 8: QUANTUM FIELD THEORY