

# 2019-2020 Equity, Diversity and Inclusion Committee (EDIC) Report

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**Hiring and Retention of Black Faculty at the University  
of Ottawa: Recommendations for Change**

## Table of Contents

<b>Introduction</b> .....	3
<b>Institutional Context</b> .....	3
<b>Methodology</b> .....	5
<b><i>Policies and practices in place for the hiring and retention of Black faculty in Canada</i></b> .....	5
<b>Preliminary Findings</b> .....	7
<i>Representing Race in Policy</i> .....	7
<i>Training Committees for Hiring</i> .....	7
<i>Categorizing the Visible Minority</i> .....	8
<i>The Importance of Intersectional Breakdowns</i> .....	9
<b>Noteworthy Incident and Implementations</b> .....	12
<i>Incident at UBC and Subsequent Actions by the University</i> .....	12
<i>Special Report from Dalhousie and its Black Caucus</i> .....	12
<i>Special Faculty Positions at Concordia</i> .....	14
<b>What this means for the University of Ottawa</b> .....	15
<b><i>Recruiting African American Faculty Members in the United States</i></b> .....	16
<b>Preliminary Findings</b> .....	18
<i>More Focused Recruitment Strategies</i> .....	19
<i>Community as Effective Hiring and Retention Strategy</i> .....	20
<b>What this means for the University of Ottawa</b> .....	21
<b>Recommendations</b> .....	21
1. <i>Absence of Tangible Data</i> .....	22
2. <i>Recruitment and Outreach</i> .....	22
3. <i>Lack of Community Support and EDI Training</i> .....	23
4. <i>EDI Training</i> .....	23
5. <i>Mentorship</i> .....	24
<b>Summary of Benefits to Hiring Black Faculty</b> .....	24
<b>Final Remarks</b> .....	25
<b><i>Bibliography</i></b> .....	27

## **Introduction**

This report has been prepared for the Equity, Diversity and Inclusion Committee (EDIC) whose members include Sanni Yaya, Victoria Barham, Alexandre Baril, Steffany Bennett, Mythili Rajiva, Manon Desgroseilliers, Darren O’Toole, Caroline Andrew, Kathryn Trevenen and the Committee’s Research Assistant Kaylee Hamilton, in collaboration with the Association of Professors of the University of Ottawa (APUO) in order to help further the Committee’s mandate of equity, diversity and inclusion at the University of Ottawa.

There is an urgent need for the University of Ottawa to focus its attention on hiring and retaining Black faculty members as part of its commitment to fighting anti-Black racism at the University and in the broader community. Recent incidents of racial profiling and anti-Black racism on the University of Ottawa campus, as well as the results of the town hall meeting on racism, highlight the crucial importance of having more Black faculty members on our campus. As the discussion at the town hall highlighted, Black faculty members support racialized students, produce important research and teaching that pluralize the experiences and perspectives being generated at the Institution, and provide experiences and analysis that will help to address racism on our campus. Creating a plan that prioritizes hiring Black faculty members not only attempts to address historic and contemporary inequities in the professoriate, it also reflects the belief of this committee that Black Lives Matter, that Black students matter and that Black knowledge, dreams and futures matter.

## **Institutional Context**

Racial and ethnic discrimination in the academic hiring process is yet to be adequately addressed, as evidence indicates that racism is prevalent in recruitment, promotion and pay at universities. Specifically, Black faculty remain substantially underrepresented relative to equally qualified white people, with little indication of progress over time; this is despite universities priding themselves on being bastions of equality and diversity.<sup>1</sup> Racism, segregation, and

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<sup>1</sup>According to an article published by the Proceedings of the National Academy of Sciences of the United States of America (PNAS) titled “Meta-analysis of field experiments shows no change in racial discrimination in hiring over time” by Quillian, Pager, Hexel and Midtbøenf.

inequality are still greatly embedded in dominant cultures and higher educational institutions in a pervasive and, yet, invisible way. This invisibility is proving to be a monumental challenge to the hiring, retention and promotion of Black academics at the post-secondary level.

Academia remains a racialized space both in its physical environment as well as the policies and organizational culture of the institution.<sup>2</sup> The more that White is seen as the norm in educational institutions, the lower the sense of belonging is for teachers and students of colour at the university. Therefore, we need to understand racism as more than simply interpersonal interactions. If the university is first and foremost an educational institution that is meant to enrich the lives of its students, it needs to confront the systemic racism it still perpetuates in its hiring. Because there is a strong relationship between compositional diversity and the behavioral and psychological dimensions of the campus racial climate, it is of great importance that universities confront racism, power, and privilege at all levels of the institution. This problem needs to be tackled quickly and decisively.

The report itself examines the hiring practices of other universities within Canada as well as a select number of universities in the United States in order to analyze the effective and/or ineffective practices and policies they have in place concerning the hiring and retention of Black faculty. In looking at these universities, it is the hope that this report will provide an entry point for the University of Ottawa to see how other universities have both hired and retained their Black professors, so that similar processes can be enacted at the University of Ottawa.

This report is divided into 2 sections (Canada and the United States), each of which deals with the equity policies at the selected universities and/or their hiring and retention policies when it comes to Black and or faculty of colour recruitment and retention. This includes, but is not limited to, the Equity Policies, Annual Employee surveys, Employment Equity Policies as well as their Recruitment guides that the selected universities have made available to the public. This report only highlights the commonalities or differences between the selected universities' hiring and recruitment policies and practices and takes note of interesting implementations and

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<sup>2</sup>Also, according to Meta-analysis of field experiments shows no change in racial discrimination in hiring over time.

incidents that could prove useful in the Committee's mandate to increase Black faculty at the University. It is important to note that there is no one size fits all policy that we can simply borrow from other universities, we must also look at the specific situation of our University when looking at specific strategies.

In its efforts to provide an accurate and meaningful report on best practices, this report provides intersectional theoretical analysis which includes the equity pitfalls of the policies and practices mentioned in the report.

## **Methodology**

This report was produced through an environmental scan of equity, diversity and inclusion policies and practices, as well as hiring, retention and promotional policies and practises at Canadian and U.S. universities. The literature was supplemented through web searches (conducted from January of 2020 to April of 2020), focusing on the websites of the selected universities and their published employment equity surveys and questionnaires. Literature also includes independently published reports on visible minority identification in Canada and the U.S. specific to the recruitment and retention of Black and other faculty of colour. Further data collection focused on those Canadian universities that made the list of Best Canadian Diversity Employers of 2019.

## **Policies and practices in place for the hiring and retention of Black faculty in Canada**

In order to provide a proper environmental scan of the policies and practices in place for the hiring and retention of Black faculty throughout Canada, we began by looking at large universities from the majority of the provinces and territories: University of Alberta, University of Manitoba, Dalhousie University, University of Saskatchewan, and University of New Brunswick, McGill University, Université de Montréal and Concordia University. This also included the following universities that made the list of Canada's Best Diversity Employers of 2019: University of British Columbia (UBC), University of Toronto (UofT), Waterloo, McMaster University, University of Calgary, University of Manitoba and University of Victoria.

**Table 1.** Visible Minority Identification by Occupational Group, 2006 and 2016 (%) from the Canadian Association of University Teachers (CAUT)<sup>3</sup>

	University Teachers		College Instructors		Total Labour Force of Canadians	
	2006	2016	2006	2016	2006	2016
Not a visible minority	83.0	78.9	--	85.6	84.6	78.8
Total visible minority	17.0	21.1	--	14.4	15.4	21.2
South Asian	3.3	5.1	--	3.4	3.7	5.3
Chinese	4.2	5.7	--	2.8	3.9	4.3
<b>Black</b>	<b>1.8</b>	<b>2.0</b>	--	<b>2.4</b>	<b>2.2</b>	<b>3.1</b>
Filipino	0.2	0.3	--	0.8	1.3	2.6
Latin American	0.9	1.4	--	1.1	1.0	1.4
Arab	**	2.4	--	1.4	**	1.2
Southeast Asian	0.3	0.4	--	0.3	0.7	0.9
West Asian	**	2.0	--	0.9	**	0.7
Korean	0.4	0.7	--	0.3	0.4	0.5
Japanese	0.5	0.6	--	0.5	0.3	0.3
Other	2.7	0.6	--	0.6	0.5	0.9

**Table 1** shows that, as of 2016, Black university teachers comprise 2% of all university teachers but make up 3.1% of the overall labour force in Canada. Breakdowns of race by university remain unavailable.

We looked at the Equity Policies, Annual Employee surveys, Employment Equity Policies and the available Recruitment guides of these selected schools to identify any notable policies and practices that might prove helpful in the University of Ottawa’s attempt to hire more Black

<sup>3</sup> According to the CAUT Report this data is sourced from: Statistics Canada, 2006 Census, 2016 Census

faculty. There was strong overlap in the employment equity and hiring policies of these universities as mandated by Canada's Employment Equity Act.

## **Preliminary Findings**

### ***Representing Race in Policy***

We found that specific data about Black faculty is scarce, with policies only identifying the 4 categories they use to gauge their progress when it comes to implementation of their employment equity policies. These four categories are warranted by Canada's Employment Equity Act and include indigenous peoples, women, visible minorities and persons with disabilities. Permanent committees regarding the advancement of Black faculty and the prevention of anti-Black racism are often temporary or put in place for Black History Month, with few exceptions.

The University of British Columbia provides a good summary of the Recruitment guides and policies that we have seen across selected universities. UBC's Recruitment Guide implemented by their Board of Governors, states that it is committed to equity in employment. The most noteworthy objective of the employment equity policy is to regard individual merit as the prime criterion for the treatment of present faculty and staff and for the employment of new faculty and staff.

### ***Training Committees for Hiring***

UBC does, however, provide equity and diversity training for search committees who are tasked with recruitment and hiring of their faculty and staff. All search committees must take an orientation session that emphasizes running a search that supports proactive recruitment of diverse candidates; performing a consistent, unbiased review; and implementing internal processes that include diversity as a strategic part of the research. The sessions are run by someone from the appropriate dean's office, or through the Equity and Inclusion Office, or The Provost's Office or Faculty Relations. These efforts complement the oversight at the Faculty level and have heightened awareness and expanded the applicant pools. UBC claims that this has resulted in increased diversity in chair and regular faculty positions.

## *Categorizing the Visible Minority*

We found that the specific category of “visible minorities” appears to be the preferred equity term when dealing with concerns about discrimination, hiring, and retention of faculty of colour. The category of visible minority has proven problematic for both the purposes of this report and the recruitment and advancement of Black faculty across the selected universities. There are no distinctions made between groups within the specific policies pertaining to equitable hiring practices or discrimination policies etc. other than indigenous peoples (as a specific group) and all other visible racial minorities. There appears to be a lack of intersectional<sup>4</sup> approaches to the wordings of their reports and in the structuring of their departments i.e. equity approaches meant to target “women and visible minorities” creates them as two distinctly separate categories that, when held separately like this, put minority women and, especially, Black women, at a significant disadvantage.

A significant portion of the data on the number of Black faculty and especially Black professors disappears in the grouping of Black people (as well as other racial minorities) into the “visible minority” category. The largest visible minority professors at most universities identify as East and/or South Asian. If we look at **Table 1** again, we see that while South Asians make up 5.3% of the total labour force, they are 5.1% of university teachers as of 2016. The same can be said for Chinese identifying university teachers who are, as of 2016, 4.3% of the workforce but 5.7% of all university level teachers. This higher representation within the category of “visible minority” perpetuates the “model minority” myth, whereby most racial diversity comes from East and South Asian inclusion.

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<sup>4</sup> Intersectionality: interlocking systems of power and oppression that is determined by social categories like race, sexuality, gender, class, disability etc. and how these categories interact with each other to create succinct forms of oppression whereby eliminating one barrier to employment (let’s say looking to hire more women) does not mean that more women of colour will be hired. Notable Black Feminist scholars who have done work on intersectionality and its importance include: Patricia Hill Collins, Kimberlé Williams Crenshaw, Barbara Smith, Anna Mollow and Moya Bailey.

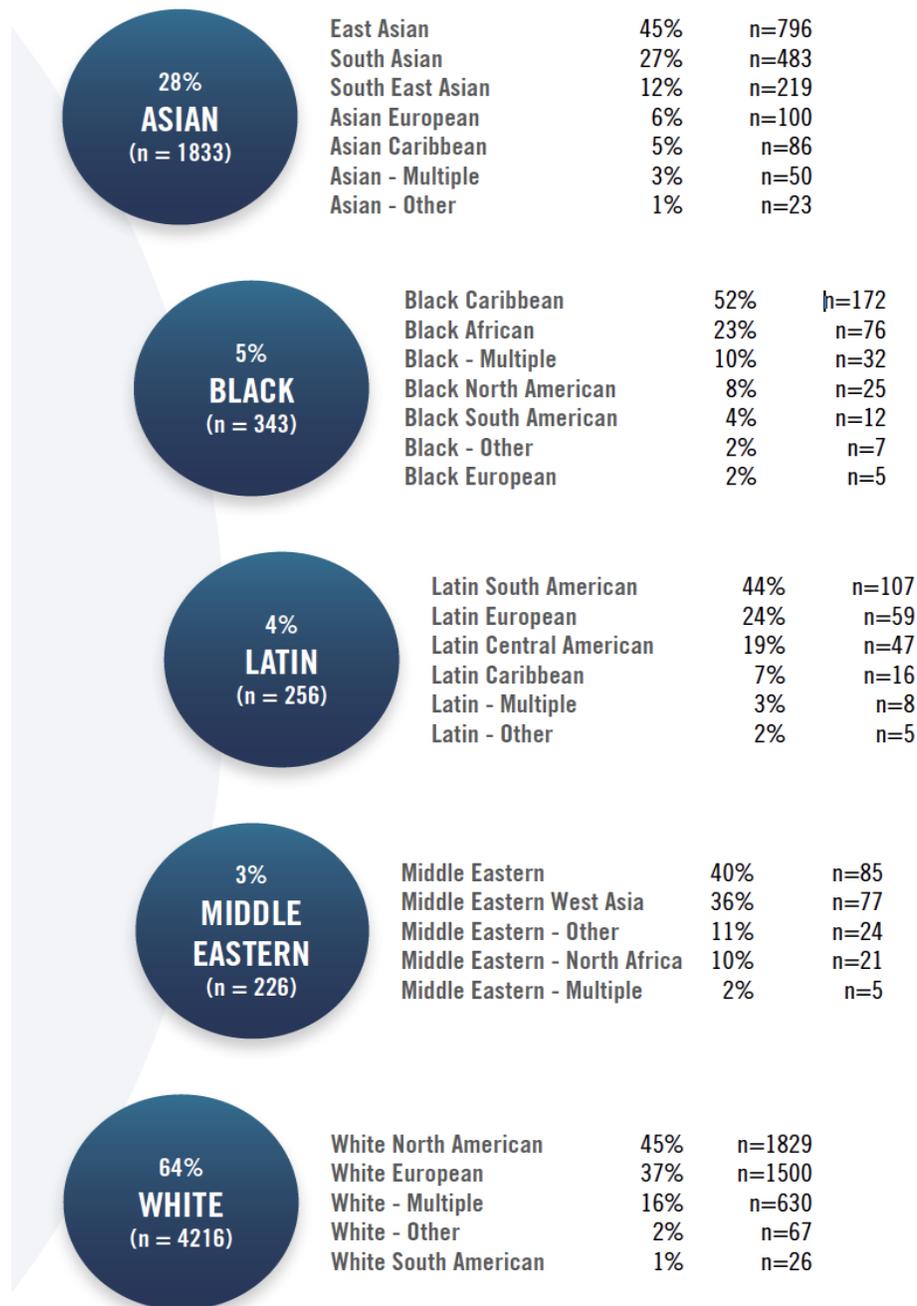
### *The Importance of Intersectional Breakdowns*

The University of Toronto does an excellent job of breaking down faculty by their ethnocultural identities: Asian, Black, Latin, Middle Eastern and White are displayed as percentages and actual numbers on their Employment Equity reports. Furthermore, the categories of women, men, and non-binary each have their own breakdowns by race, indigeneity, disability and sexual orientation so that we can see how many people of each category are in the larger grouping of women, men and non-binary folks all together.

UofT also identifies the importance of intersectional identities. They state that identifying the types of intersectional identities that exist among their staff, faculty and librarians allows them to better understand the experiences of women and other designated groups and use this knowledge to inform their programs and services that support their diverse community. They even include a further breakdown in **Figure 1** below: Black Caribbean, Black African, Black – Multiple, Black North American, Black South American, Black – Other, Black European.

However, the University of Toronto is also an example of how some of the other universities we looked at used their minority categories to falsely bolster inclusivity.

**Figure 1.** Ethnocultural Identity Breakdown Staff, Faculty and Librarians at from The University of Toronto’s 2018 employment Equity Report



**Figure 1** displays the idea of the model minority and the ways in which diversity can be championed while still having the numbers of Black faculty remain low. What we see here is a clear example of the kinds of minorities deemed acceptable and essential to academia as well as a way that a university might meet their “diversity quota”.

Here the University of Toronto could say that according to a number of respondents<sup>5</sup> on their employment equity survey that 40% of their faculty and staff are racial minorities while only 5% are Black and almost half are of some Asian ethnocultural identity.

As another example, when we looked at the University of Alberta’s “Employment Equity Census” (which is always available online to their employees) we see that Question 3 on the census reads, “Under the FCP, members of visible minorities are persons, other than Aboriginal Peoples, who are non-Caucasian in race or non-white in color, regardless of their birthplace or citizenship. Members of other ethnic or national groups, such as Ukrainian, Italian, Greek, etc., are not considered to be racially visible unless they also meet the criteria above.” The Questionnaire then lists examples of minorities that include, Arab, Black (African, American, Canadian, Caribbean), Chinese, Filipino, Indigenous person from outside North America, Korean, Japanese, Latin American or Hispanic, South Asian (East Indian, Pakistani, Sri Lankan, etc.), Southeast Asian (Vietnamese, Cambodian, Malaysian, Laotian, etc.), West Asian (Iranian, Afghan, etc.) and Persons of Mixed Origin (with one parent in one of the visible minority groups listed above). Although this is a rich list of visible minorities, the question itself only asks if you are a member of the listed minority groups above, with the only box’s available to be ticked being ‘Yes’ or ‘No’. This obscures racial disparities amongst minority faculty and staff, suggesting that authentic diversity is not actually the University’s concern if a program is implemented to increase diversity where women and visible minorities are taken as one category, and serious racial disparities within their staff are not attended to, then this can result in the

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<sup>5</sup> The Employment Equity Survey is a condition of the FCP that helps determine the degree of underrepresentation of the four designated groups defined in the Employment Equity Act. UofT’s survey is not mandatory, the response rate for that year’s survey being 81%.

hiring of, for example, more white women, which would address gender inequalities gender equity, but does not address racial inequalities

## **Noteworthy Incident and Implementations**

### ***Incident at UBC and Subsequent Actions by the University***

On June 2<sup>nd</sup> 2019, an incident of racial profiling occurred on UBC's campus at the annual Congress of Humanities and Social Sciences. A Black member of the Congress (who is also a noted member of the University's Black Canadian Studies Association) was approached by two white Congress members and fellow attendees of the event and was asked to provide proof that he was a registered attendee. The two white congress members then followed, harassed, and photographed the Black Congress member before accusing him of stealing a laptop and then contacted campus police who then called the RCMP. The RCMP proceeded to illegally detain the Black Congress member before releasing him.

After an investigation conducted by a human rights lawyer hired by the Congress, the organizers banned the white participants from the conference for three years. Following the incident, the University created its first ever group at the faculty level responsible for uniting Black faculty, staff and students into an advocacy group with a focus on examining and eliminating anti-Black racism on campus. The UBC Equity and Inclusion Office is responsible for what is now called the Black Caucus.

### ***Special Report from Dalhousie and its Black Caucus***

On September 5<sup>th</sup> 2019, Dalhousie University issued an official apology for its history of anti-Black racism as the result of a 3-year research project titled "The Report on Lord Dalhousie's History on Slavery and Race". The research was commissioned in 2016 by Dalhousie's Senate Chair Kevin Hewitt and led by prominent Black Canadian scholar and historian Afua Cooper, with the mandate to conduct historical research on racism and anti-Blackness in Dalhousie, Nova Scotia and the Atlantic Canadian region.

The report focuses heavily on George Ramsay, the 9<sup>th</sup> Earl of Dalhousie who commissioned the founding of the university more than 200 years ago while he was serving as Lieutenant Governor of Nova Scotia. The report revealed the many ways that the University itself and many of maritime elites were heavily tied to the slave trade, with George Ramsay himself being a strong proponent of slavery. More specifically, the report revealed how much of the economy and wealth in 19th-century Nova Scotia was dependent on Transatlantic slavery and that prominent Halifax families that had strong links to Dalhousie University's earlier years received financial compensation when the British government ended slavery in the Caribbean; and that some of the University's early leaders expressed racist ideologies.

Dalhousie is also home to a permanent Black Faculty and Staff Caucus whose mandate is to serve, first and foremost, as a voice for the University's Black communities, particularly faculty and staff. The Caucus brings the concerns of Black faculty and staff directly to the Board of Governors, the Senate and the senior administration at Dalhousie. The caucus also advises the President on matters related to Black faculty, staff and students on campus. Their mandate also includes the recognition of anti-Black racism towards the African Nova Scotian community, as well as advocating for the recruitment, retention, and advancement of Black faculty and staff at all levels within the University.

The Black Faculty and Staff Caucus advocates for enriched curricular offerings reflecting the Black experience at Dalhousie University, which includes critical support for Black Studies at the University. The caucus aims to ensure that there is equitable treatment in promotion, employment opportunities, and a work environment that is free of discrimination and racial tension.

The University of Toronto also implemented Black Faculty Working Groups near the end of 2017 in order to look at issues of Black Faculty Recruitment and Retention, Black Student Recruitment and Success; and representation in Curriculum and Academic Programming.

Understanding the hiring and retention practices of the universities in Quebec is necessary because, as a bilingual school, the University of Ottawa often looks to Quebec when hiring.

However, the same patterns present in the policies of the selected universities presented under the Canadian section of this report remain.

The universities we selected to look at in Quebec are McGill University, Université de Montréal and Concordia University. Like the other universities mentioned in the report, these 3 universities all have similar employment equity policies aimed at meeting their obligations under Canada's Employment Equity Act. McGill states that their "employment equity practices seek to ensure that no one is denied employment opportunities or benefits for reasons related to one's ability. They also seek to correct disadvantages in employment experienced by members of designated equity groups"<sup>6</sup>. These groups include women, persons with disabilities, indigenous peoples, racialized/visible minorities, ethnic minorities and LGBT and 2 Spirit individuals.

We could not find any tangible faculty demographics relating to race.

As of 2016, Quebec has the second largest Black population, being home to 26.6% of Canada's total Black population. In many cases, the Black population speaks English or French primarily at home, in addition to other languages on a regular basis.<sup>7</sup> This is positive news for the University of Ottawa because it reveals that hiring more Francophone Black faculty is an attainable goal. However, despite the large numbers of Black communities residing in Quebec, the universities we looked at did not implement hiring policies and practices targeted at the hiring and retention of their Black faculty. The selected universities also do not have information available regarding the racial breakdown of their faculty, making it difficult to gauge their commitment to hiring and retention of Black faculty.

### ***Special Faculty Positions at Concordia***

Although we found no significant practices specific to Black faculty, Concordia University has created two new Indigenous leadership positions that offer guidance on targeted hiring.

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<sup>6</sup> McGill University Human Resources. (2017). *Employment Equity*. Retrieved from <https://www.mcgill.ca/employment-equity/>

<sup>7</sup> According to the report by Statistics Canada on the Black population in Canada released in February of 2019.

Concordia has created these positions as part of their Indigenous Directions Action Plan, which is Concordia's response to the Calls to Action and Principles of Reconciliation of Canada's Truth and Reconciliation Commission. The plan is standard in its call for more inclusion and its efforts to Decolonize and Indigenize the University. One of the goals that they have achieved thus far is to establish a permanent, university-wide Indigenous Directions Leadership Council, which includes the positions of Special Advisor to the provost on Advancing Indigenous Knowledges and Senior Director of Indigenous Directions. Both positions are filled by Indigenous faculty/staff.

Another noteworthy implementation that Concordia has on their agenda to achieve by 2021 is to establish a university-wide Indigenous Research Centre, which would then result in the hiring of more Indigenous staff. They are specifically looking to double their full-time Indigenous staff from 9 to 18 by 2021.

The selected universities in Quebec, like many of the other universities in Canada, tend to focus on implementing working groups and initiatives aimed at Black students rather than Black faculty and staff. For example, the Black Perspectives Initiative that launched at Concordia this past February is meant to connect and support activities related to Black perspectives and scholarship on Concordia's campus and within the Montreal community as a whole.

### **What this means for the University of Ottawa**

In the long run, when the University of Ottawa has recruited and maintained a strong number of Black faculty, it will become possible for groups like the Black Caucus at Dalhousie to come into existence. Many of the groups formed on university campuses regarding Black interests are student led because they have the numbers and the interest in voicing their concerns. It is not the University or any department's place to implement groups of Black faculty and staff when there are not enough Black faculty members that wish to organize or show interest.

Having explicit policies regarding equity approaches specific to Black faculty, staff and students on campus will show a commitment to anti-racism at the University of Ottawa. If we wish to recruit Black professors, it is necessary to better our own policies so that they do not treat all racial minorities the same, therefore making the inclusion of one racial minority seem as if it is the inclusion of all racial minorities. When it comes to the specific position of Black people within Canada, explicit policies that demonstrate that anti-Black racism is not tolerated are more likely to show Black academics and the Black students that the University of Ottawa is both safe and welcoming.

Like Concordia University, the University of Ottawa could look into creating positions that could be held specifically by Black faculty members in order to advance efforts of anti-racism on campus. Increasing the number of Black faculty on campus and, therefore, in classrooms also increases the Black community at the University of Ottawa and the scholarship of Black academics that the University endorses. Having specific numbers regarding the growth of Black professors at the University shows commitment to the existing Black faculty and the Black student body who would like to see their own diversity reflected in the University's teaching staff.

### **Recruiting African American Faculty Members in the United States**

Research on hiring practices in the United States has also proven helpful in identifying possible practices that could lead to the hiring and retention of Black professors at the University of Ottawa. It is important to note that the American racial landscape makes its relationship to policies and practices regarding Black faculty and staff more straightforward than those found in Canada. The universities we looked at were all identified by an association independently concerned with advancing Black people at the post-secondary level in the U.S.

The Journal of Blacks in Higher Education (JBHE) has identified the schools that they note have higher percentages of Black staff faculty, both in 2005 and again in 2007. The latest report available on the Black faculty at universities by percentage of overall faculty population was in 2007. We found no other breakdowns like it outside JBHE.

**Table 2.** Black faculty at Universities by Percentage of Overall Faculty Population from JBHE, 2005 and 2007

	2005			2007		
	Full-Time Faculty			Full-Time Faculty		
University	Total	Black	Percent Black	Total	Black	Percent Black
Columbia	3,313	213	6.4	3477	214	6.2
N.C. Chapel Hill	1,569	90	5.7	4690	279	5.9
Emory	860	4545	5.2	2710	184	6.8
Michigan	2,719	140	5.1	2681	145	5.4
Wake Forest	431	20	4.6	1305	37	2.8
Georgetown	755	35	4.6	1202	48	4.0
Northwestern	933	41	4.4	998	46	4.6
Vanderbilt	856	37	4.3	811	39	4.8
Dartmouth	512	21	4.1	597	25	4.2
Brown	628	25	4.0	658	34	5.2
Washington	839	33	3.9	859	33	3.8
Duke	2,524	99	3.9	2664	105	4.0
Johns Hopkins	3,124	122	3.9	3677	130	3.8
Cornell	1,511	51	3.4	1594	53	3.5
Stanford	1,035	33	3.2	1806	46	2.5
Pennsylvania	2,475	78	3.2	2468	77	3.1
Yale	2,603	82	3.2	3384	99	2.9
Harvard	2,959	93	3.1	2959	93	3.2
Princeton	830	25	3.0	741	21	2.8

Carnegie Mellon	797	24	3.0	823	26	3.3
California-LA	1,329	40	3.0	1825	55	3.1
Virginia	2,026	60	3.0	2102	79	3.9
Mass. Inst of Technology	968	28	2.9	968	28	2.9
Chicago	1,295	36	2.8	2207	71	3.2
Notre Dame	780	18	2.3	853	17	2.0
Calif-Berkley	1,333	28	2.1	1518	40	2.7
Rice	602	9	1.5	598	12	2.0
Calif Inst of Technology	282	4	1.4	282	4	1.4

**Table 2** above demonstrates that North Carolina (5.9%), Emory (6.8%), Michigan (5.4%), Georgetown (4.0%), Vanderbilt (4.8%) have the highest percentage of Black faculty among the top universities in the U.S.<sup>8\*</sup> from 2005 also displays that the percentage of Black faculty has only increased at the majority of the above-mentioned universities in the 2-year gap between 2005 and 2007.

## Preliminary Findings

Institutions with high percentages of Black faculty have characteristically shown a commitment to hire Black people to junior faculty positions. Emory University in Atlanta (GA), has a strong record of hiring Black junior faculty and then focusing on their promotion. However, it appears that many of the Ivy League colleges tend to do lateral hiring of established Black academics from other institutions.

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<sup>8</sup> Unfortunately, the selected U.S. universities we looked at have their equity reports only available to staff and students, with login information is required.

### *More Focused Recruitment Strategies*

A report published by the Association of American Colleges and Universities (AAC&U) in 2010 on faculty diversity explored the focused recruitment strategies for advancing the faculty diversity of certain universities, of which Vanderbilt, Virginia and Michigan overlapped with the JBHE surveys from 2005 and 2007.

The AAC&U report looked at the measures that these universities have taken to recruit and retain faculty of color, including offering financial incentives to departments with minority hires. The report maintains that the financial incentives offered to entire departments or recruited minority hires do not actually facilitate the promotion of the hired faculty nor do they support the retention or tenure of the faculty hired.

Several universities advertise faculty openings in publications targeted to the minority academic community. Specifically, if the University is looking to hire more Black faculty, as is the case at the University of Ottawa, advertising in publications that tackle Black subject matter and are curated by Black people about Black issues could help to increase the number of Black applicants. In the U.S. a university could advertise in the Journal of Black Studies or the Journal of Black Psychology; a similar list could be compiled for Canadian scholarship.

Another strategy is to recruit at fairs and conferences where minority faculty candidates might be in attendance. Many Black faculty members have reported that they were hired through conferences where they were either attending and or presenting.<sup>9+</sup>

Although it has been very controversial, the University of Michigan is paying \$10.6 million annually in salary and benefits to employ 82 diversity officers.<sup>10</sup> They have targeted outreach to create diverse qualified candidate pools, which includes active and passive candidates. Their best

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<sup>9+</sup> According to respondents in the article titled Recruitment without Retention: A Critical Case of Black Faculty Unrest (2017) from the Journal of Negro Education

<sup>10</sup> This 10.6 million also encompasses the university's strategic plan's which they say 92% of their 2,200 action items have been executed or is currently in the works. These initiatives include funding scholarships and new laptops for low-income students, the construction of a multicultural center, an Inclusive Campus Corps program providing training for student workers, the hiring of new staff

practices suggest a one-year inclusion plan for each new hire and mentoring programs (this is something that comes up quite frequently among retention strategies, mentoring programs that are usually 3 years in length).

West Chester University of Pennsylvania has a rigorous search and screening process for all full-time hires, and it is required that a member from the affirmative action committee serves on each faculty search. In order to encourage a more diverse pool of applicants to join its faculty, West Chester also holds an Additional Job Fair.

Affirmative action in the U.S. is in place in order to take positive steps to increase the representation of women and minorities in areas of employment and education from which they have been historically excluded. Affirmative action is most often associated with the advancement of Black peoples in the U.S. and puts in place certain practices that may not be applicable in Canada as we do not have specific, legally mandated affirmative action policies. However, it is possible to place individuals on hiring committees who specifically ensure that anti-Black racism does not play a part in the hiring process and to appropriately advocate for Black interviewees.

### ***Community as Effective Hiring and Retention Strategy***

Officials at Vanderbilt University in Tennessee assert that having a critical mass of students who feel supported will assist in the recruitment of minority faculty, while the University of Virginia uses extensive measures to recruit faculty of color. It has established assistant deans for diversity within the college, professional schools, and graduate programs, who are charged with identifying and recruiting faculty and graduate students of color. Faculty search committees cannot go forward without diversity training from the Office of Equal Opportunity Programs and the vice president for faculty recruitment and retention. The specific mandate of these committees is to focus on recruiting diverse faculty.

Lastly, St. Joseph's in Pennsylvania belongs to the Northeast Higher Education Recruitment Consortium and uses its membership as a tool to reach potential minority faculty members. It

also reaches out to local African American church groups and The National Association for the Advancement of Colored People (NAACP) which shows serious commitment to the hiring and retention of Black faculty. At St. Joseph's, faculty of color tend to recruit each other; as a result, the college is able to retain its minority faculty once they join. A key aspect of retention is having a strong community of other Black faculty members in place.

### **What this means for the University of Ottawa**

Looking at some of the mentioned recruitment and retention practices of the selected universities in the U.S. we believe that these strategies can be implemented at the University of Ottawa without a great deal of difficulty, in order to promote the hiring and retention of Black professors. Faculty members of the University attend several events per year and the University hosts several events per year across all departments. The University could use these events to recruit Black faculty that they believe will enhance their academic community. As mentioned, unlike the US, Canada does not have specific, legally mandated affirmative action policies. However, it is possible to place individuals on hiring committees who can be there to appropriately advocate for Black interviewees.

### **Recommendations**

In order to make these recruitment and retention strategies useful we have to avoid using a one size fits all strategy. Although the selected institutions displayed a variety of strategies, it may be necessary to try several strategies in order to find the one that works best for the University of Ottawa.

Below we provide specific recommendations to address the holes in equitable employment policies and practices.

## ***1. Absence of Tangible Data***

This report made it clear that gaps in race-based data make it difficult to implement useful employment equity strategies and obscures racial disparities in employment under the guise of hiring one category of persons as a substitute for all visible minorities.

**RECOMMENDATION:** Alongside the University of Ottawa's Count Me in Campaign, the University should make the data from the campaign available on the University's website for full transparency. Updating the data every 2 years would also ensure greater transparency and help develop specific targets based on what the numbers of Black and other minority faculty are displaying for that year. It is also crucial that the Campaign retain its support in order for the data to be collected annually or biannually to demonstrate continued commitment to equity, diversity and inclusion. This transparency will make the University of Ottawa a more open and honest employer while providing the University with direct data on the racial breakdown of their employees so that discriminatory hiring practices can be revealed and dealt with directly.

## ***2. Recruitment and Outreach***

The following recommendations are based on what inferences can be made from the school policies and practices examined and what is the most appropriate and applicable to the University of Ottawa.

**RECOMMENDATION:** When it comes to using the strategy of advertising in faculty positions in academic journals, the University can advertise their openings in special issues of Canadian journals that are focusing on topics revolving around Black Studies for their quarter. There are several Canadian journals that focus on Black Studies or adjacent fields like *Atlantis*, which is a journal focused on Critical Studies in Gender, Culture & Social Justice that was founded in Nova Scotia. The University should also take more seriously the speakers and attendees of their conferences, talks and presentations throughout the year in order to keep an eye out for potential Black faculty they wish to recruit. Conferences on Black Studies (and its diverse fields), for example, are also a viable option when it comes to this particular strategy.

### ***3. Lack of Community Support***

While recruitment of diverse faculty is important, mentoring and support leading to promotion and tenure of diverse faculty hires appears to be just as important as the initial hiring of Black faculty. The climate in which the Black faculty members work is essential to their retention and promotion as well as the recruitment of new faculty. As several strategies were mentioned, it is clear that approaching recruitment and retention from different areas will be the most effective.

**RECOMMENDATION:** Increasing Black faculty is enhanced by student diversity and the implementation of explicit policies and practices aimed at increasing Black faculty. As we have seen with the current policies at universities in Quebec and the rest of Canada, vague language regarding faculty of colour hinders diversity rather than helping universities to achieve their goals in the areas of equity, diversity and inclusion. The University of Ottawa should look at ways to make it possible for faculty groups on campus that are based in social identities to have an audience with the Provost, Deans and/or President to express their concerns and or recommendations. The Provost, Deans and President need to keep various channels of communication open in order to hear from these groups of people.

### ***4. EDI Training***

As noted in the U.S. section of this report, financial incentives and support are initially important but faculty diversity is enhanced most by paying attention to the Black faculty members that are hired. This is brought about through equity, diversity and inclusion training and campus community preparation.

**RECOMMENDATION:** The University of Ottawa should make the necessary funding available to revamp their equity, diversity and inclusion training to include specific vocabulary around Blackness, White supremacy, anti-Black racism and anti-racism. Because of anti-Black incidents that have occurred on the University's campus in the last year, the University needs to name these incidents as acts of anti-Black racism and condemn them as such. This promotes a work environment where the definition of racism is clear and the University's stance on anti-

Black racism is unmistakable. The work already begun on changing policies related to Protection services and providing substantial and ongoing training for Protection officers is also vital.

### ***5. Mentorship***

All mentioned strategies are only useful if they are implemented on a genuinely equitable campus where anti-racism is heavily advocated and incidents of anti-Black racism are handled directly and truthfully, without shying away from the vocabulary of racism. Reports such as this can appear to make the hiring of Black faculty viewed as opportunistic, which can lead to Black faculty members being made to feel uncomfortable; this perception of tokenism is one of the many factors that lead newly hired Black faculty to leave a university for another, when they believe they are being seen as filling a diversity quota.

**RECOMMENDATION:** The University of Ottawa should look at implementing specific positions for Black faculty as a useful first step as it shows a commitment to the voices of Black faculty and staff. It also needs to put diversity and equity policies into actual practice, and increase supports for Black faculty on campus. Campus and departmental climates need to be supportive of Black faculty, so the University should look to make direct mentoring programs available. The creation of a Black Caucus to look specifically at what difficulties face Black faculty and staff at the University of Ottawa is also advisable but Black faculty cannot be simply put into a Caucus; the University should advertise that they are looking to have a Caucus and to let those who are interested join.

### **Summary of Benefits to Hiring Black Faculty**

The following is a short summary of the benefits of increased numbers of Black faculty on campus and in classrooms that both include anti-racist benefits but also overall enhanced educational outcomes.

- Black faculty members encourage increased success among groups that have been traditionally underrepresented on campus

- Diverse faculty make it possible to expand on course content by engendering more perspectives, more complicated discussion, and more nuanced analysis
- Increased numbers of Black faculty also directly enhance the experiences of non-Black students by equipping them with a more sophisticated ability to understand realities across cultures and apply their new knowledge to the intercultural relationships necessary to thrive in the 21st century
- Contributions of Black faculty enhance teaching and learning as well as contribute to the development of future scholarship
- Black faculty and faculty of Colour pass on tools and critical knowledge that can advantage students attempting to navigate multiethnic context through growing contact with, exposure to, and communication between new people with unique ideas
- Lastly, increased number of Black faculty ensures that the student body is reflected within the faculty

## **Final Remarks**

Lastly, while this report provides several strategies for hiring Black faculty, it is essential that the Black faculty that the University hires are met with an equitable environment and do not have to encounter anti-Black racism at the University themselves. The perception that Black faculty get hired and/ or receive tenure because of their racialized status is a harmful anti-Black stereotype that has been aggravated by falsehoods about affirmative action, diversity and inclusion efforts, which posit these initiatives as antithetical to merit-based hiring practices. In reality, Black faculty often lack institutional support and the multicultural groups to which they belong were either not advisory or do not report to the provost or president of their universities. This makes Black faculty feel as if they do not have an audience within the University to which to voice their concerns and leads to alienation within the University, especially at those institutions like the University of Ottawa, where Black faculty are already scarce.

The Committee believes that this is an important moment in time where the University of Ottawa has the opportunity to address historic inequities and contribute to the fight against anti-Black racism and the fight for justice more broadly. We hope that you will consider these

recommendations and began to actively to work to hire and retain more Black faculty members at the University. We are happy to meet with you to discuss these recommendations and provide more detailed feedback on the next steps for moving forward.

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