



## FA-EC Suggested Guidelines for Transparency in Unit's Hiring, Evaluation and Operation Processes

### PREAMBLE

Success of an organization is critically dependent on trust, equity, communication and collaboration, and lack of transparency/openness is detrimental to the short- and long-term success of an organization. Our Collective Agreement (CA) also recognizes the importance of transparency/openness in our governing principles and mechanisms (see CA sections 12.8, 12.23, and 54.13). The Faculty Association – Equity Committee (FA-EC) would like to highlight following non-exhaustive key issues to assist the development of the unit standard.

### KEY ISSUES

**Understanding Equity and Equality:** Equality is about sameness and equity is about fairness, and equity and equality are not equal (Figure 1).<sup>1</sup> There cannot be fairness without equity. The University and Association are committed to equity and inclusion (CA section 16.1).

**Understanding Collegiality:** Collegiality refers to a model of transparent and open self-governance. Units are to be managed through deliberative decision-making processes meant to allow all faculty members to express themselves and have a say in the decisions. It is to be emphasized that while collegiality does not ensure equity is achieved; efforts to achieve equity are much likelier to succeed and to be meaningful if they are pursued in a collegial way.

**Conflicts of Interest:** Review CA section 49 (Conflict of Interest and Reasonable Apprehension of Bias) to ensure direct or indirect (e.g. arm's length) conflicts of interest issues are addressed adequately. The FA encourages units to incorporate these measures into the unit standard.

**Membership of Committees:** CA section 32 (Appointments, Reappointments, Promotion and Tenure (ARPT) Committees) addresses the importance of fostering a democratic, collegial and inclusive unit culture through committee membership. The unit standard must follow UVic's Practices of Inclusion and Respect.<sup>2</sup> Remember that 'majority rule' is not an excuse for exclusion. All committees, including Chair search committees, must lay out and record the means through which concerns related to equity will be addressed and all committee members must receive training in effective equity practices and current

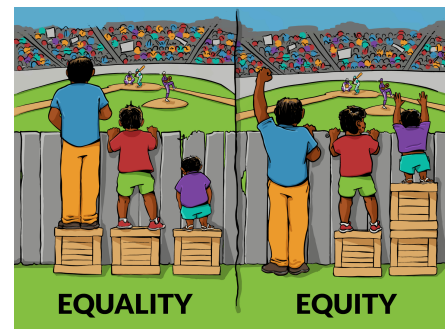


Figure 1 - *Equality and equity are not equal.*  
Interaction Institute for Social Change | Artist:  
Angus Maguire | Web: [interactioninstitute.org](http://interactioninstitute.org),  
[madewithangus.com](http://madewithangus.com)

<sup>1</sup> Figure 1 - *Equality and equity are not equal.* Interaction Institute for Social Change. Artist: Angus Maguire. Web: [interactioninstitute.org](http://interactioninstitute.org), [madewithangus.com](http://madewithangus.com).

<sup>2</sup> <https://www.uvic.ca/equity/assets/docs/inclusion-practices.pdf>



institutional expectations with respect to equity. Please take note that the CA allows the addition of faculty members from designated equity-seeking<sup>3</sup> groups from other academic units to ARPT committees. This is of particular importance either for hiring committees, or when faculty members from equity-seeking groups are being considered for promotion or continuing status, and there are no other faculty members from designated equity-seeking groups of appropriate rank within the unit to serve on the committee.

**Hiring and Promotion Practices:** Follow the principles outlined in CA section 16 (Equity and Inclusion) in hiring and promotion practices and put in place measures to avoid any direct or indirect conflicts of interest.

**Workload Allocation and Alternative Workload:** Review CA section 13 (Standards and Workload) and include mechanisms to ensure equitable and transparent workload allocation. Alternative workload arrangements may be particularly important for racialized, Indigenous or other faculty members who have excessive service loads, or higher than normal research obligations because of the particular demands of community-engaged research or special circumstance. Please take note that service also includes contributions to student life in relation to their academic success (see CA Section 25.14). Racialized, Indigenous and female faculty members often spend more time mentoring students (particularly female, Indigenous and racialized students) than other faculty, and the CA now mandates that this be recognized in evaluation.

**Assessment of Teaching Stream Faculty:** Assessment of Teaching Stream Faculty needs appropriate consideration, recognizing differences between the nature of workload between Research and Teaching Stream Faculty. Follow the steps and principles outlined in CA Section 25 (Evaluation of Members). Also see the sections relating to Teaching Stream Faculty in the guidelines for Unit Standards.

**Access to Information:** Please take note that UVic is committed to openness and transparency<sup>4</sup> and access to information is to be considered as a core value in the unit standard. All information regarding a unit's operation, process, budget and expenses should be made available to the unit members in a timely manner, and any exceptions should be clearly outlined and explained in relation to the confidentiality provisions in the CA.

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<sup>3</sup> <https://www.canada.ca/en/public-service-commission/services/appointment-framework/employment-equity-diversity/employment-equity-groups.html>

<sup>4</sup> <https://www.uvic.ca/vpfo/departments/privacy/access-information-privacy/index.php>