

SUBJECT	EMPLOYMENT SYSTEMS REVIEW
MEETING DATE	FEBRUARY 12, 2019

Forwarded on the Recommendation of the President

**APPROVED FOR
SUBMISSION**



Santa J. Ono, President and Vice-Chancellor

DECISION REQUESTED	IT IS HEREBY REQUESTED that <i>approval be granted for consultation with respect to an updated Employment Equity Plan and an Inclusion Action Plan being developed from its recommendations for implementation after approval in September 2019.</i>
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Report Date	January 18, 2019
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Presented By Barbara Meens Thistle, Vice-President Human Resources
 Andrew Szeri, Provost and Vice-President Academic
 Deborah Buszard, DVC and Principal, UBC Okanagan
 Sara-Jane Finlay, AVP, Equity & Inclusion

Executive Summary

This Employment Systems Review (ESR) is part of a process by the University of British Columbia (UBC) to update its 2010 Employment Equity Plan and to create the 2019 Inclusion Action Plan. An ESR examines current employment policies related to recruitment and selection; training and development; promotion and tenure; awards, recognition and retention; and termination and retirement, to identify barriers to success for those covered by the [British Columbia Human Rights Code](#) and designated equity groups. The designated equity groups included in *Policy #2: Employment Equity* mirror those in the Employment Equity Act and include women, members of visible minorities, Aboriginal peoples, and persons with disabilities. In addition, UBC also collects data on sexual/gender diversity. This ESR explores initiatives currently underway across UBC that are working to increase employment equity for the designated equity groups and those identifying as a sexual or gender minority.

The scope of this review includes:

1. examining equity-related data for trends in workforce patterns, and in the workplace experiences of faculty and staff;
2. identifying practices which may create barriers to inclusive employment and workplaces for designated equity groups within the university;
3. identifying practices which may create increased access to inclusive employment and workplaces for designated equity groups within the university;
4. consulting with key stakeholders to learn from their experiences of policy implementation; and,
5. developing recommendations for UBC's Employment Equity Plan (EEP).

The UBC data for this report comes from three main sources:

1. UBC's human resources database, which records sex¹;
2. responses to UBC's [employment equity survey \(U Count at UBC\)](#); and
3. the [Workplace Experiences Survey \(WES\)](#), conducted every three years, which includes demographic data and workplace engagement measures.

Findings

Efforts at UBC to increase equity and diversity among faculty and staff are having some success. UBC's data collection and analysis initiatives are allowing greater examination of the experiences of faculty and staff. When these experiences are mapped onto the employment systems, opportunities to increase equity and inclusion become more evident.

Throughout the discussion of employment systems in this report, initiatives that have worked are highlighted, and can be amplified in system change efforts. The report also highlights gaps, barriers, and areas where this work can be advanced to ensure that UBC is meeting its aspirations to be the more inclusive institution described in [Shaping UBC's Next Century—the strategic plan of the University of British Columbia \(UBC\)](#).

Recommendations

Proposed recommendations for each of the levels of the employment system are detailed throughout the review. The following overarching recommendations address the strengths of UBC: its ability to critically analyze and create new knowledge; its decentralized structure, relying on Faculties and Units to reflect on their best work; and its centralized advisory units to provide support to system-wide change initiatives.

1. UBC has a strong workforce with many faculty and staff with expertise and curiosity about how to make workplaces more inclusive and/or who are already testing various ideas. Piloting initiatives that can make changes at the individual, unit, and system level, critically and rigorously evaluating them, recognizing promising efforts, and developing new knowledge in this area to share is part of the university mission. We propose to develop an Employment Equity Plan that can be an institutional applied research project exploring promising practices to create more inclusion and equity in a research university, and acting as a model for wider society: include funding for pilots, research, validating accountability measures, communications, etc.
2. Ensure administrative heads of units are required to evaluate inclusion as a regular and frequent part of management reporting, supported by new capacities to provide data-driven decision-making at the unit level and supporting those in leadership roles to review and plan for improvements.
3. Develop, communicate, test, and refine a foundational strengths and skills framework for engaging diversity constructively, accompanied by a modular training program promoted for all employees at UBC.
4. Develop and implement an institutional policy for accommodations to more effectively include people with disabilities in the workplace.
5. Ensure central support units have clear mandates, responsibilities, accountabilities, and resources to support continuous improvement to systems changes as they relate to creating a more diverse and inclusive workplace.

Faculty and staff participants in the consultations for this review expressed their belief that significant steps have been made in creating a more inclusive workplace and that with continued strong and visible support from senior leadership much more was possible.

Next Steps

The Employment Systems Review is the first step and provides the foundation for updating UBC's existing Employment Equity Plan which will be completed in February. In addition, currently, the Equity & Inclusion Office has been working with the Inclusion Working Group to determine institutional goals to operationalize the strategic commitment to inclusion. Recommendations within the ESR will be mapped to the institutional goals and feedback on these actions (and others) will be sought through a community consultation process, scheduled to begin in February. A final draft of UBC's Inclusion Action Plan will be presented to Board in September 2019.

Attached: Employment Systems Review – January 18, 2019

STRATEGIC CORE AREAS SUPPORTED

People and Places Research Excellence Transformative Learning Local / Global Engagement

DESCRIPTION & RATIONALE This Employment Systems Review, and the Employment Equity Plan and Inclusion Action Plan that will be developed from it, continue UBC's hard work to advance employment equity and inclusion across the university, and to demonstrate its leadership in this respect in the community and wider society.

BENEFITS Workforce diversity and engagement lead to better decision-making and to greater engagement in the workplace, as evidenced by the studies referenced in the Review. UBC has an opportunity to develop new learning in this area through applied research, and to increase its reputation as a leader in equity and inclusion across Canada and North America.

Learning, Research, Financial, Sustainability & Reputational

RISKS An open and frank discussion of the areas where UBC could be more supportive of diversity and employment equity may be a risk to its reputation and may be used in cases brought before the BC Human Rights Tribunal; however, this risk is balanced by UBC's commitment to ameliorating barriers identified and advancing employment equity through its Employment Equity Plan and Inclusion Action Plan.

Financial, Operational & Reputational

SCHEDULE February – June 2019: consultations begin regarding the Inclusion Action Plan, based on the ESR and updated EEP to initial consultation participants and to the wider campuses.

Implementation Timeline

September 2019: Presentation of Inclusion Action Plan to the Board, with clarity about how its implementation supports and is aligned with to the recommendations in this review.

CONSULTATION This ESR was developed through consultations with approximately 100 stakeholders across both campuses, including Human Resources, faculty members, staff members, and employee associations and union groups.

Relevant Units, Internal & External Constituencies

Previous Report Date November 1990 UBC Employment Systems Review, followed by annual Employment Equity Reports.

Decision Development of an Employment Equity Plan to comply with Employment Equity Act and Federal Contractors' Program

Action / Follow Up Plan developed and action items implemented over time.

¹ UBC is in the process of updating its Human Resources Management System to provide the option for more choices than male/female in the personnel records of employees.

EMPLOYMENT SYSTEMS REVIEW

The University of British Columbia

January 18, 2019

Executive Summary

This Employment Systems Review (ESR) is part of a process by the University of British Columbia (UBC) to update its 2010 Employment Equity Plan and to create the 2019 Inclusion Action Plan¹. An ESR examines current employment policies related to recruitment and selection; training and development; promotion and tenure; awards, recognition and retention; and termination and retirement, to identify barriers to success for those covered by the [British Columbia Human Rights Code](#) and designated equity groups. The designated equity groups included in *Policy #2: Employment Equity* mirror those in the Employment Equity Act and include women, members of visible minorities, Aboriginal peoples, and persons with disabilities. In addition, UBC also collects data on sexual/gender diversity. This ESR explores initiatives currently underway across UBC that are working to increase employment equity for the designated equity groups and those identifying as a sexual or gender minority.

The scope of this review includes:

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The UBC data for this report comes from three main sources:

1. UBC's human resources database, which records sex²;
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3. the [Workplace Experiences Survey \(WES\)](#), conducted every three years, which includes demographic data and workplace engagement measures.

Findings

Efforts at UBC to increase equity and diversity among faculty and staff are having some success, however as research by Henry et al (2017) notes, those changes can be experienced differentially among designated equity groups³. UBC's data collection and analysis initiatives are allowing greater examination of these differential impacts, often at the

¹ Throughout this review, a number of publications, articles and references are cited. There is a significant body of research, discussion and publications relating to employment equity, diversity and inclusion. The references in this review are illustrative only and are not a comprehensive review of this area.

² UBC is in the process of updating its Human Resources Management System to provide the option for more choices than male/female in the personnel records of employees.

³ Frances Henry, Enakshi Dua, Carl E. James, Audrey Kobayashi, Peter Li, Howard Ramos, and Malinda S. Smith, 2017, [The Equity Myth: Racialization and Indigeneity at Canadian Universities](#), UBC Press.

faculty/department/unit level. When these effects are mapped onto the employment systems, opportunities to increase equity and inclusion become more evident. To capitalize on these opportunities, it is necessary to look at the system as self-reinforcing and determine where structures, strategies, and competencies can be shifted or interrupted to increase diversity and inclusion.

UBC faculty, staff, and students have been working on increasing diversity and inclusion since 1990, when the first ESR was completed. This has been demonstrated by gains in hiring; changes in training and conversations regarding differences, including the concerns raised by members of designated equity groups; and enthusiasm and curiosity about how to do the work of equity and inclusion within the workplace. Throughout the discussion of employment systems in this report, initiatives that have worked are highlighted, and can be amplified in system change efforts. The report also highlights gaps, barriers, and areas where this work can be advanced to ensure that UBC is meeting its aspirations to be the more inclusive institution described in [*Shaping UBC's Next Century—the strategic plan of the University of British Columbia \(UBC\)*](#).

Recommendations

Recommendations for each of the levels of the employment system are detailed throughout the review. The following overarching recommendations address the strengths of UBC: its ability to critically analyze and create new knowledge; its decentralized structure, relying on Faculties and Units to reflect on their best work; and its centralized advisory units to provide support to system-wide change initiatives.

1. UBC has a strong workforce with many faculty and staff with expertise and curiosity about how to make workplaces more inclusive and/or who are already testing various ideas. Piloting initiatives that can make changes at the individual, unit, and system level, critically and rigorously evaluating them, recognizing promising efforts, and developing new knowledge in this area to share is part of the university mission. We should develop an Employment Equity Plan that can be an institutional applied research project exploring promising practices to create more inclusion and equity in a research university, and acting as a model for wider society: include funding for pilots, research, validating accountability measures, communications, etc.
2. Ensure administrative heads of units are required to evaluate inclusion as a regular and frequent part of management reporting, supported by new capacities to provide data-driven decision-making at the unit level and supporting those in leadership roles to review and plan for improvements.
3. Develop, communicate, test, and refine a foundational strengths and skills framework for engaging diversity constructively, accompanied by a modular training program promoted for all employees at UBC.

4. Develop and implement an institutional policy for accommodations to more effectively include people with disabilities in the workplace.
5. Ensure central support units have clear mandates, responsibilities, accountabilities, and resources to support continuous improvement to systems changes as they relate to creating a more diverse and inclusive workplace.

Faculty and staff participants in the consultations for this review expressed their belief that significant steps have been made in creating a more inclusive workplace and that with continued strong and visible support from senior leadership much more was possible.

Many UBC staff and faculty members generously contributed their thoughts, experiences and expertise to this Employment Systems Review, and their hopes for increasing equity and inclusion at UBC. We would like to thank you for your generosity and careful attention to the questions raised in our discussions. We would also like to thank those who efficiently set up all the meetings across UBC Vancouver and UBC Okanagan – your kindness is greatly appreciated. In addition, PAIR and UBC HR teams have been instrumental and essential to completing this review and fulfilling myriad requests for data, clarification, advice, and ideas. We are very grateful for their patience and their expertise.

TABLE OF CONTENTS

Executive Summary	i
Employment Systems Review Context	1
Scope.....	2
Equity-Related Data.....	2
Trends in Currently Available Employment Equity and WES Data	6
Aboriginal Staff & Faculty.....	6
Staff & Faculty with Disabilities.....	10
Visible Minority Staff & Faculty.....	13
Staff & Faculty with Minority Sexual Orientations/Gender Identities	15
Women Staff & Faculty	18
Trends in Leadership Roles by Designated Equity Groups	21
Conclusions from the Demographic Trends	23
Envisioning an Inclusive UBC.....	24
Policy and Practice Through the Lens of Equity Groups	24
Review of Employment Systems	25
Recruitment.....	25
Recruitment Recommendations:.....	28
Selection and Hiring.....	30
Selection & Hiring Recommendations:.....	31
Training & Development.....	32
Training & Development Recommendations:.....	35
Promotion & Tenure	36
Promotions & Tenure Recommendations:	42
Recognition, Awards & Retention	43
Recognition, Awards, & Retention Recommendations:	45
Termination & Retirement.....	45
Termination & Retirement Recommendations:.....	46
Conclusions	46
Core Recommendations	47

Appendix A: Consultation Participants

Appendix B: Equity Data Information

TABLE OF FIGURES

Figure 1: Employment Equity Survey Response Rates: UBC Vancouver and UBC Okanagan	4
Figure 2: Aboriginal Peoples: Comparative Representation at Canadian Research Universities...	6
Figure 3: Aboriginal Peoples – 25-Year Trends in Active Tenure Stream Faculty.....	7
Figure 4: Aboriginal Peoples: Representation across EEOGs vs. Canadian Workforce Availability	8
Figure 5: Comparative Salary Data: Aboriginal Peoples and Gender.....	9
Figure 6: Persons with Disabilities: Comparative Representation at Canadian Research Universities.....	10
Figure 7: 25-Year Trends in Faculty Self-Identifying as Persons with Disabilities.....	11
Figure 8: Comparative Salary Data: Persons with Disabilities and Gender	12
Figure 9: Visible Minorities: Comparative Representation At Canadian Research Universities .	13
Figure 10: Race/Ethnicity among Employees at UBC	13
Figure 11: 25-Year Trend in Visible Minority Tenure-Stream Faculty.....	14
Figure 12: Comparative Salary Data: Visible Minorities and Gender.....	15
Figure 13: Minority Sexual Orientations/Gender Identities: Comparative Representation At Canadian Universities	16
Figure 14: 25-Year Trend in Minority Sexual Orientation Tenure Stream Faculty	16
Figure 15: Comparative Salary Data: Minority Sexual Orientation and Gender	17
Figure 16: Women – Comparative Representation at Canadian Research Universities.....	18
Figure 17: 25-Year Trend in Women Tenure-Stream Faculty.....	19
Figure 18: Comparative Representation of Women University Teachers by Rank – Canada/UBC	19
Figure 19: Comparative Salary Data: 7-Year Trend by Gender	20
Figure 20: Representation of Designated Equity Groups Among Senior Managers at UBC	21
Figure 21: Representation of Designated Equity Groups Among Middle Managers at UBC	22
Figure 22: Representation of Designated Equity Groups Among University Teachers at UBC	22
Figure 23: Representation of Designated Equity Groups Among Full Professors compared to Representation of Designated Equity Groups Among UBC’s Senior Leadership.....	42

Employment Systems Review Context

This Employment Systems Review (ESR) is part of a process by the University of British Columbia (UBC) to update its 2010 Employment Equity Plan⁴ and build the foundation for its Inclusion Action Plan. An updated Employment Equity Plan and Inclusion Action Plan will align and support [Shaping UBC's Next Century, the strategic plan of UBC](#), and the draft [Indigenous Strategic Plan](#). One of the goals of the Shaping UBC's Next Century is to:

Build a diverse culture that integrates our themes of innovation, collaboration and inclusion, and infuses them through all our activities.

Current research by Rock & Grant (2016) and Phillips et al (2008) has demonstrated that an inclusive workplace with diverse teams creates better decisions and more innovative work^{5, 6}. This is true for academia as well as business and public service⁷. UBC has made a firm commitment to increasing equity and inclusion in the classroom, workplace and campus as part of its quest for excellence.

As such, an ESR can help to highlight policy and practices that are enhancing, as well as hindering, an inclusive workplace. An ESR examines current employment policies related to recruitment and selection; training and development; promotion and tenure; awards, recognition and retention; and termination and retirement, for adverse effects on designated equity groups. The designated equity groups included in [Policy #2: Employment Equity](#) mirror those in the Employment Equity Act and include women, members of visible minorities, Aboriginal peoples, and persons with disabilities⁸. In addition, UBC also collects data on sexual/gender diversity. This ESR also explores initiatives currently underway across UBC that are successful in increasing employment equity and inclusion.

Diversity is a fact of human experience. At UBC we are committed to creating an inclusive workplace for all: facilitating representation of members of designated equity groups is part of that. However, employing people from the five designated equity groups does not necessarily lead to inclusion and honouring of different experiences. The measure of inclusion is attitude and behaviour. For instance, Donais (2014) notes that behaviour which could be experienced

⁴ UBC, 2010, *University of British Columbia Employment Equity Plan 2010*, https://equity.ubc.ca/files/2010/06/ubc_employment_equity_plan_march_2010.pdf

⁵ Rock, David & Heidi Grant, *Why Diverse Teams Are Smarter*, Harvard Business Review (Nov. 4, 2016), <https://hbr.org/2016/11/why-diverse-teams-are-smarter>

⁶ Phillips, Katherine W., Katie A. Liljenquist, Margaret A. Neale, 2008, *Is the Pain Worth the Gain? The Advantages and Liabilities of Agreeing With Socially Distinct Newcomers*, Personality & Social Psychology Bulletin, Society for Personality and Social Psychology, Volume 35, issue 3, pp. 336-350. <http://journals.sagepub.com/doi/abs/10.1177/0146167208328062>

⁷ Page, Scott (2007) "The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools, and Societies", Princeton, NJ: Princeton University Press.

⁸ UBC's [Policy #3: Harassment & Discrimination](#) provides protection from discrimination for the protected grounds as enumerated in [British Columbia's Human Rights Code](#).

as discriminatory or exclusionary in the workplace can lead to disillusionment and disengagement⁹.

To sustain an institution that generates new knowledge, continues to develop critical thinking skills for a global world, and advances rigorous understandings of the best ways to support learning for UBC's student population, UBC needs not only increased diversity, but also intentional inclusion across a wide range of its activities. Galinsky et al (2015) have found that workplaces that attempt to include many cultures, recognize varied learning styles, and respect the lived experiences of their communities, require deliberate policies and strategies to create innovation and excellence¹⁰.

Scope

UBC is a very large institution: it spans two campuses, employs over 10,000 staff, 5,500 faculty, and more than 60,000 undergraduate and graduate students. While employment systems are most often experienced at the level of the Unit, Department, or Faculty, UBC is a single employer with respect to its commitments and obligations to employment equity.

The scope of this review includes:

1. examining equity-related data for trends in workforce patterns, and in the workplace experiences of faculty and staff;
2. identifying practices which may create barriers to inclusive employment and workplaces for designated equity groups within the university;
3. identifying practices which have been successful in increasing inclusive employment and workplaces for designated equity groups within the university;
4. consulting with key stakeholders to learn from their experiences of policy implementation; and,
5. developing recommendations for UBC's Employment Equity Plan (EEP).

Key stakeholders include: Human Resources and other central support unit leadership; Faculty Equity Leads and other faculty leaders; representatives of designated equity groups; and unions, professional associations, and faculty and employee groups. A list of stakeholders consulted is included in Appendix A to this report.

Equity-Related Data

The UBC statistical data for this report comes from three main sources:

⁹ Donais, Blaine (2014) "The Head-Down Theory: How Unfairness Affects Employee Engagement", Queen's University IRC, <https://irc.queensu.ca/sites/default/files/articles/the-head-down-theory-how-unfairness-affects-employee-engagement.pdf>

¹⁰ Adam D. Galinsky et al, 2015, *Maximizing the Gains and Minimizing the Pains of Diversity: A Policy Perspective*, APS, Perspectives on Psychological Science, Vol. 10(6) 742–748
<http://journals.sagepub.com/doi/pdf/10.1177/1745691615598513>

1. UBC's human resources database, which records sex¹¹;
2. responses to UBC's [employment equity survey \(U Count at UBC\)](#); and
3. the [Workplace Experiences Survey \(WES\)](#), conducted every three years, which includes demographic data and workplace engagement measures.

In both surveys, respondents can decline to answer any of the demographic questions. The employment equity data provides quantitative information about representation by Employment Equity Occupational Groups (EEOG), while the WES provides both quantitative and qualitative information about staff experiences and engagement within the workplace.

The data sets from these two surveys cover different timeframes: data collection for the EES is ongoing, and data is downloaded in October each year; the WES took place in November 2017. For those reasons, the analysis reports on patterns in the data over time, rather than at only one point in time. More information about data collection, analysis and regular reporting is available in Appendix B of this report.

Validity of the Data

Self-identification is the underlying principle of both surveys, and sample sizes mean statistical significance tests are not possible¹². If employees choose not to self-identify for any reason, their equity data is not reflected in the results. The one exception to this is sex (male/female): it is a required feature of the health insurance benefit and is part of the employment record, so all employees are reflected in the employment equity reports for this variable. In the WES, sex is based on self-reports. In both the EES and WES surveys, self-identification provides the results for other designated equity seeking groups: Aboriginal peoples, members of visible minorities, persons with disabilities, and minority sexual orientations/gender identities. This latter category combines data for those who self-identified as lesbian, gay, bisexual, queer or questioning, trans*, transsexual, intersex, asexual, + (any analogous term from the past, present, and/or future).

Employees who fear discrimination in the workplace may be uncomfortable with disclosure. It may also be that there are people who do not feel these surveys create change and therefore do not see the point of participating, or that people are happy with UBC and its workplace practices. There is no way to tell. Other factors may also constrain participation; trends in representation over time may indicate changes in individual's perceptions of the risks of self-identifying as much as they do changes in actual representation of that population at UBC.

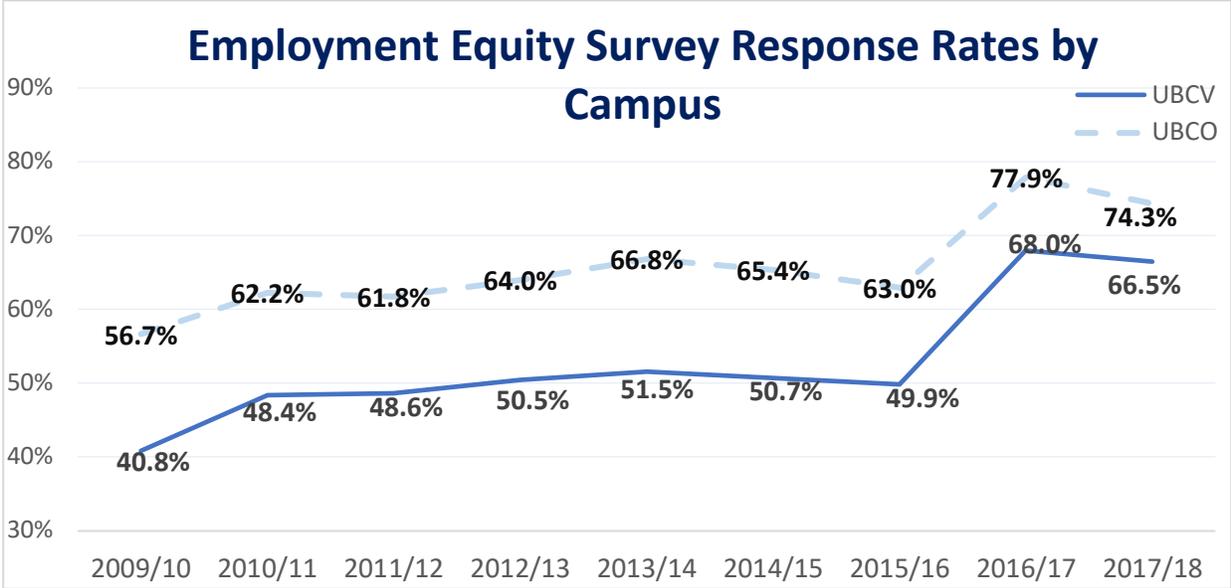
¹¹ UBC is in the process of updating its Human Resources Management System to provide the option for more choices than male/female in the personnel records of employees.

¹² Self-selection bias is a concern with both surveys, and small sample sizes mean statistical significance tests are not possible. Self-identification of women and men in the employment equity survey can be compared to the human resources database to see if the bias in the responses is statistically significant. However, for other FCP designated equity groups, the only objective external measure provided for comparative purposes is the 2011 Canadian Available Workforce data provided based on the 2011 Canadian Household Census. That census had a revised non-mandatory sampling method which may have introduced response biases as well.

Response rates for both surveys have been trending higher. In keeping with UBC’s Employment Equity Reports, where fewer than five respondents exist, data is not reported to protect privacy¹³.

Employment Equity Survey

Figure 1: Employment Equity Survey Response Rates: UBC Vancouver and UBC Okanagan

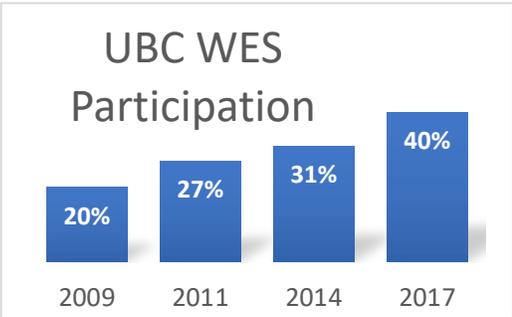


For the 2017/2018 academic year, 8,903 UBCV faculty and staff responded to the equity survey, and at UBCO, 866 faculty and staff responded. A census of the workforce was conducted in 2016 which explains the ‘bump’ in response rates between 2015 and 2016.

The purpose of the employment equity survey is to inform equity and inclusion programming across UBC through better understanding the demographics of UBC’s faculty and staff, and to fulfill federal and provincial reporting requirements on employment equity. Beyond simple representation, UBC is continuing to develop equity-related data dashboards that reflect trends in hiring, salaries, promotions, and exits across faculties and units.

Workplace Experiences Survey

The Workplace Experiences Survey has been conducted regularly since 2009. Participation has been steadily increasing. In the autumn of 2017, over 6,000 faculty and staff participated across both campuses. Almost half (47%) of UBC’s staff participated in the survey, and 27% of faculty members.



¹³ The University of British Columbia, Employment Equity Report 2016, p. 46
<https://equity3.sites.olt.ubc.ca/files/2018/07/Employment-Equity-Report-2016-Final-April.pdf>

The purpose of the WES is to measure the engagement of faculty¹⁴ and staff¹⁵. Engagement affects employees' initiative and willingness to provide discretionary effort, ability to do their best work, and contributions to the overall success of UBC. Drivers of engagement at UBC are Professional Growth, UBC's Senior Leadership, Inclusion & Respect, and Student Focus. The order of the last three changes somewhat when responses are disaggregated for faculty and staff.

Data from the survey indicates that opportunities to enhance engagement exist within UBC's employment systems by further clarifying policies and practices that enhance equitable professional growth; by enhanced support for inclusive and respectful workplaces; and by continuing to honour the commitments of UBC's leadership through hiring, training, and promotions.

Consultations with faculty and staff from both campuses provided experiential perspectives on UBC's employment systems. People have been exceptionally generous with their time, experiences, analysis and enthusiasm. Respectfully representing diverse perspectives while working to achieve the aims of the ESR can create tensions. Making choices about what is most relevant may mean not sharing various lived experiences that are not as directly influenced by employment systems, and this can feel like people's voices were not heard. Reporting on the many positive efforts to create inclusion also necessitates discussing systemic inertia where those changes may not have been integrated. Celebrating the successes that exist must be balanced by presenting both the quantitative and qualitative evidence of continuing barriers to full inclusion.

In the consultation meetings for the ESR, faculty and staff participants expressed their belief that even with UBC's very decentralized management structure, creating a more inclusive workplace was happening and could be enhanced through strong, visible, and sustained support from senior leadership. Participants wish to see more communications, resources, and accountability measures that support inclusion as a strategic and institutional priority.

This report is intended to continue and enhance the dialogue about creating inclusion at UBC and to begin the process of updating the EEP. Consultations will continue to inform the EEP and an institutional Inclusion Action Plan.

¹⁴Talent Map, February 2018, *UBC Overall Results, 2017 WES Survey*, Slide 24, <http://focusonpeople.sites.olt.ubc.ca/files/2018/02/UBC-WES-2017-Overall-Results.pdf>

¹⁵ Talent Map, February 2018, *UBC Overall Results, 2017 WES Survey*, Slide 33, <http://focusonpeople.sites.olt.ubc.ca/files/2018/02/UBC-WES-2017-Overall-Results.pdf>

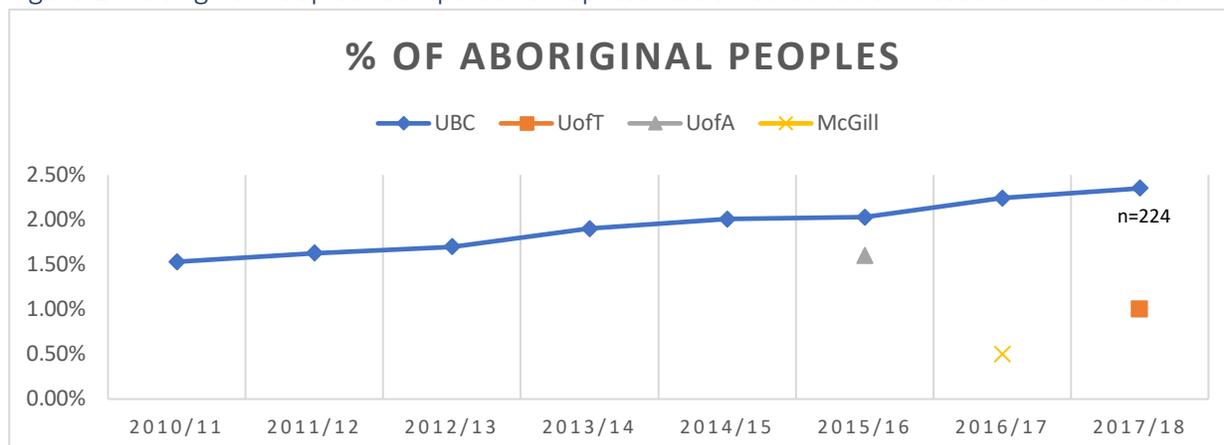
Trends in Currently Available Employment Equity and WES Data

The data included in this ESR, disaggregated by each of the five designated equity groups, is intended to provide a backdrop for the examination of employment systems across UBC¹⁶. Where possible, the most recently published data from the University of Toronto¹⁷, McGill University¹⁸, and the University of Alberta¹⁹ provides additional context from comparable Canadian research universities.

For consistency, the terminology used when reporting employment equity statistics reflects the terminology in the Federal Contractors Program, the Employment Equity Survey, and UBC's Policy #2: *Employment Equity*. The federal government uses Employment Equity Occupational Groups (EEOGs)²⁰, to reflect the national workforce. A copy of the EEOG table, including representative employee categories for UBC, is attached in Appendix B. The WES data is reported using more current terminology and is categorized in various ways to more clearly reflect the workforce in the university.

Aboriginal Staff & Faculty

Figure 2: Aboriginal Peoples: Comparative Representation at Canadian Research Universities



Across all EEOGs, in 2017 self-reported Aboriginal Peoples make up 2.35% of the workforce at UBC: below the 2011 Canadian workforce availability of 3.5%. Representation is increasing

¹⁶ The data for overall trends in representation was downloaded on October 31, 2017, and the data regarding faculty trends in representation, salary equity and time to first and second promotion (where available) was accurate as of May 16, 2018. It reflects the combined workforces of UBCV and UBCO.

¹⁷ University of Toronto, 2018 <http://www.hrandequity.utoronto.ca/wp-content/uploads/sites/15/2018/01/2016-EE-Report-1.19.2018-FINAL-FOR-EXPORT.pdf>

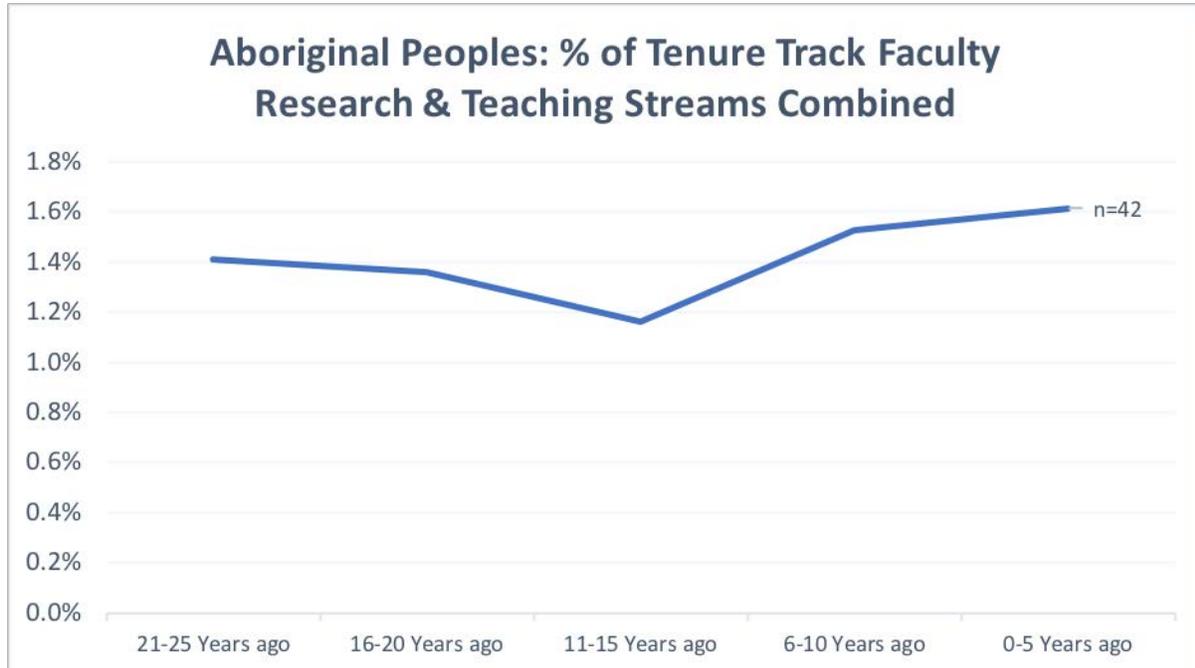
¹⁸ McGill University, 2017 https://www.mcgill.ca/senate/files/senate/11_d16-66_report_on_employment_equity.pdf

¹⁹ University of Alberta, 2017 <https://cloudfront.ualberta.ca/-/media/hrs/equity-diversity-inclusion/2016-2017-edi-annual-reportweb.pdf>

²⁰ Government of Canada, 2016, *Employment Equity Technical Guide*, <https://www.canada.ca/en/employment-social-development/services/employment-equity/tools/technical.html#h2.3>

slightly, and is higher than that at each of the University of Alberta (UofA), McGill University (McGill), and the University of Toronto²¹ (UofT).

Figure 3: Aboriginal Peoples – 25-Year Trends in Active Tenure Stream Faculty



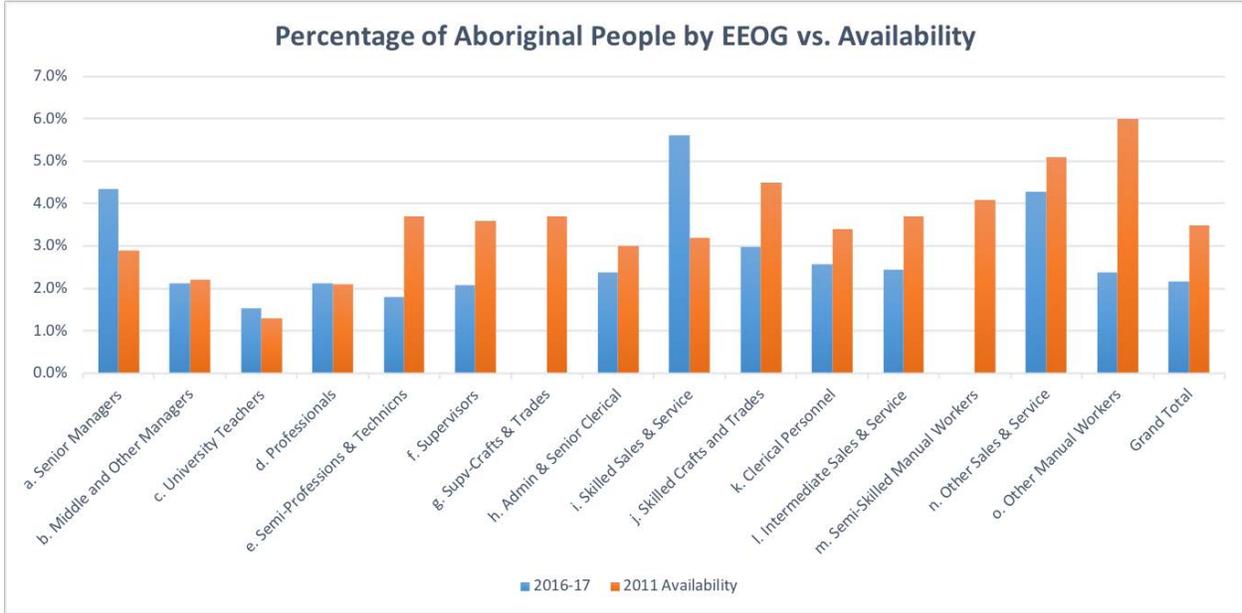
Self-reported Aboriginal representation among tenure stream faculty has been constant over the last ten years. At 1.6%, it is higher than at three comparable Canadian research universities, and slightly higher than the University Teachers EEOG Canadian availability at 1.3%.

²¹ University of Alberta, 2017 <https://cloudfront.ualberta.ca/-/media/hrs/equity-diversity-inclusion/2016-2017-edi-annual-reportweb.pdf>

McGill University, 2017 https://www.mcgill.ca/senate/files/senate/11_d16-66_report_on_employment_equity.pdf

University of Toronto, 2018 <http://www.hrandequity.utoronto.ca/wp-content/uploads/sites/15/2018/01/2016-EE-Report-1.19.2018-FINAL-FOR-EXPORT.pdf>

Figure 4: Aboriginal Peoples: Representation across EEOGs vs. Canadian Workforce Availability



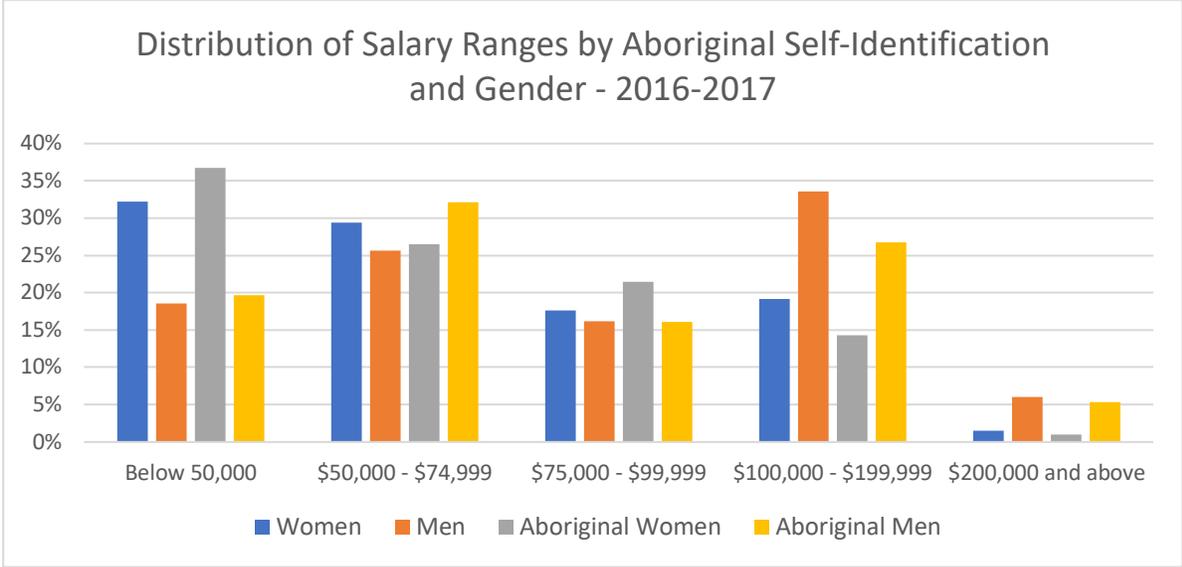
Self-reported Aboriginal representation among the staff workforce is low at UBC, except in the EEOG²² of Professionals and Skilled Sales & Service.

Trends in the WES data help to indicate where employment systems may be able to support greater engagement and inclusion. Those who self-identified as Indigenous generally scored their workplace experiences lower across most categories of the WES than those who did not self-identify as Indigenous.

People who self-identified as Indigenous in the WES had very similar engagement scores in 2017 and 2014. Scores were more positive than in 2014 in the leadership categories. Positive trends of particular note were in opportunities to learn and grow professionally, and in feeling part of a community at UBC. Areas of concern for people who self-identified as Indigenous included not seeing links between their work and UBC’s long-term objectives, dissatisfaction with their current role, and slightly lower scores compared to 2014 regarding people treating each other with respect and consideration in the workplace. Being proud to tell others about working at UBC and recommending UBC to a friend as a great place to work both had lower scores in 2017 than in 2014.

²² Page 2, Appendix B to this report has an explanation of these categories and their corresponding positions at UBC.

Figure 5: Comparative Salary Data: Aboriginal Peoples and Gender



It is difficult to interpret the data in the table above because of the small proportion of Aboriginal faculty and staff at UBC. Small sample size means that one or two highly paid (or lowly paid) Aboriginal staff or faculty can easily skew the information. It appears that there is an inverse relationship between representation and salary for women staff and faculty self-identifying as Aboriginal²³, however given the low representation of women in general and female Aboriginal staff or faculty in particular, this interpretation may be unreliable.

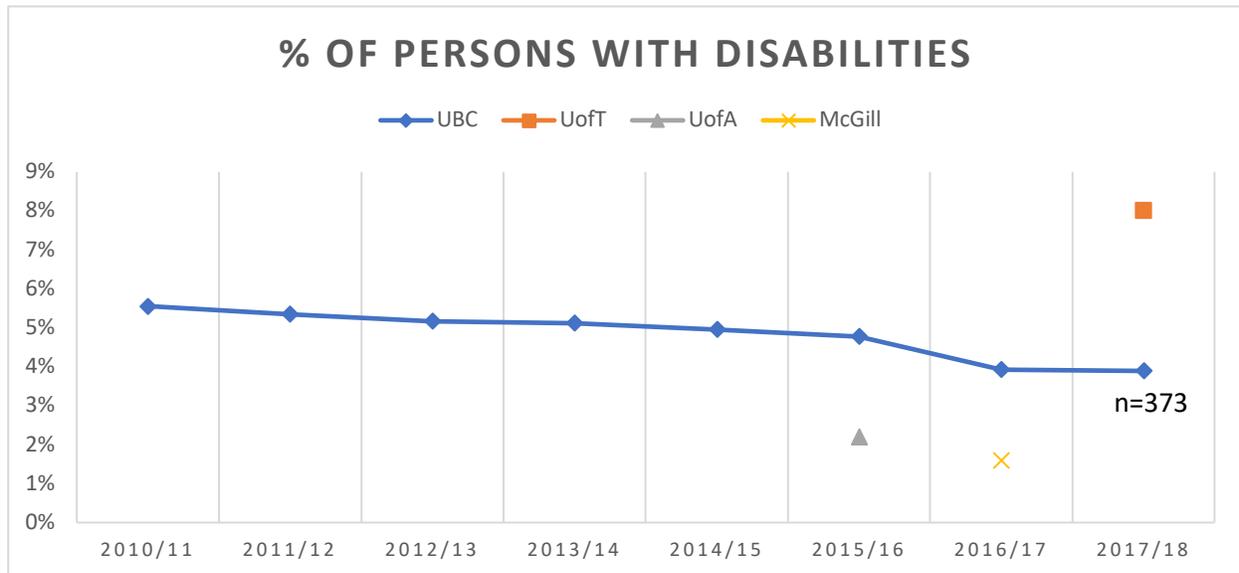
Male staff and faculty self-identifying as Aboriginal have higher representation compared to Aboriginal women in the \$100,000+ salary ranges. The pattern of salary ranges across Aboriginal and non-Aboriginal men are similar except in the \$50,000-\$74,999 range, where there are more Aboriginal men compared to Aboriginal women – the opposite applies for non-Aboriginal men and women. Self-identified Aboriginal peoples at UBC have lower representation at higher salary ranges compared to their non-Aboriginal counterparts.

Findings: Based on the trends in both representation and workplace experience data, expanding the hiring and retention of Aboriginal Peoples overall at UBC to match levels reported in the 2011 Canadian workforce data faces some barriers. Salary range data across the 2016-17 year depicts differences that may be due to the small sample size of those self-identifying as Aboriginal Peoples, and requires further exploration. People who participated in the consultation provided some suggestions and these are included in discussions within the relevant employment system.

²³ The data in this chart was downloaded October 15, 2016. There were 7,855 women and 6,103 men working at UBC on that date. Of them, 140 women and 67 men self-identified as Aboriginal peoples.

Staff & Faculty with Disabilities

Figure 6: Persons with Disabilities: Comparative Representation at Canadian Research Universities



Across all EEOGs, self-identified persons with disabilities make up 3.9% of UBC's workforce, lower than the 2011 Canadian workforce availability of 4.9%. UBC's workforce has higher representation of self-identified persons with disabilities than UofA or McGill, but less than half the self-identified representation among faculty and staff at UofT.

It may be that UofT's greater representation among faculty from people with disabilities is because *the Accessibility for Ontarians with Disabilities Act* creates established standards for accommodation that have made people more confident to self-identify. It may also be that there are more institutes of higher education within a smaller geographical area: this provides possibilities for training at different schools for PhD, post-doc and tenure-stream positions while maintaining existing support systems outside of the institution.

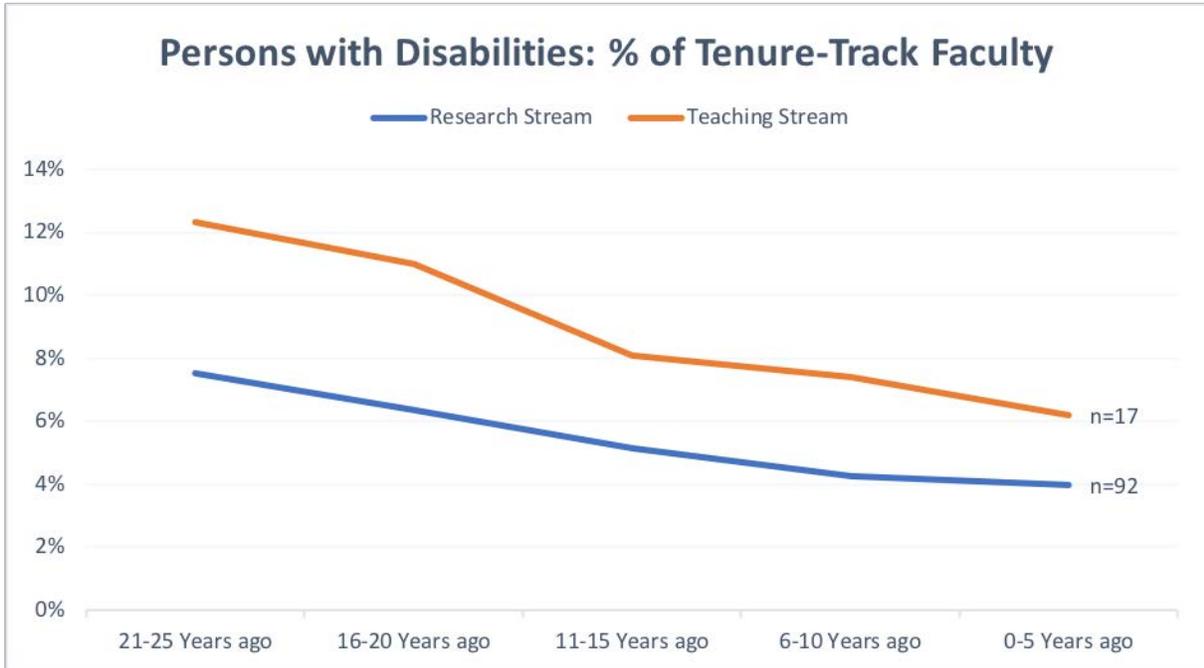
The employment equity data is often contested for this designated equity group. There are concerns that people may not self-identify because:

- they do not see themselves in the definition of disability;
- they are worried that it will have an effect on their professional growth and so do not disclose invisible disabilities;
- disabilities often occur later in life, and people may not update their responses in subsequent employment equity surveys.

However, these reasons for not self-reporting do not fully explain why the self-reported numbers were higher in the past, but have dropped off consistently in 12 of the 15 EEOG categories, and are below the 2011 Canadian workforce availability statistics.

Representation of self-reported persons with disabilities is declining as a percentage of the total workforce across all EEOGs at UBC except University Teachers and Skilled Sales & Service.

Figure 7: 25-Year Trends in Faculty Self-Identifying as Persons with Disabilities



The downward trend over the last 25 years in faculty self-identifying with a disability exists in both the research and teaching tenure streams.

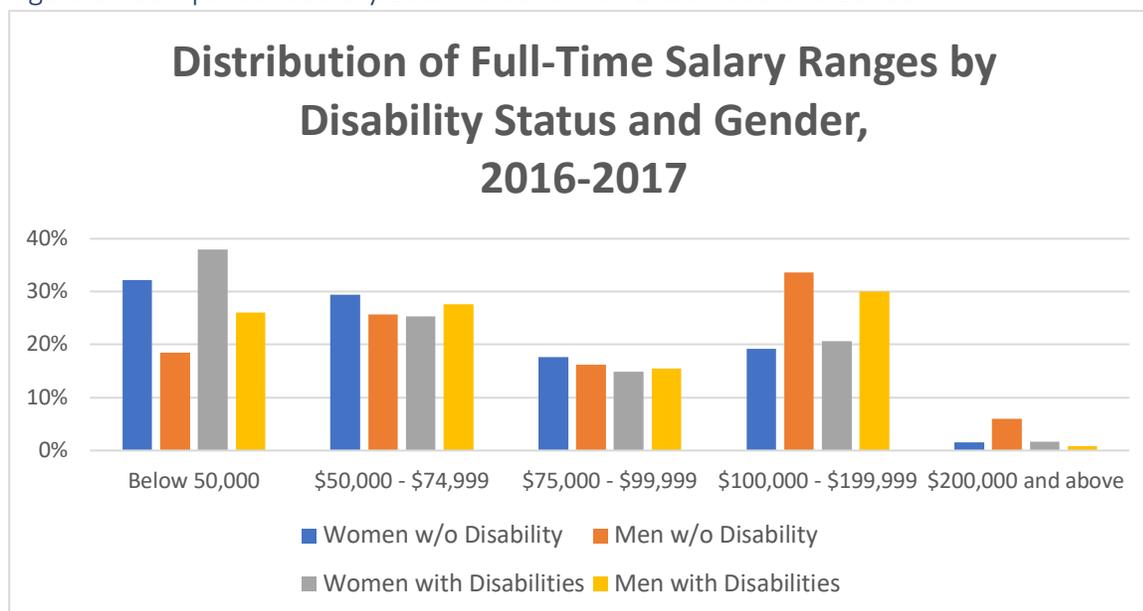
Persons with Disabilities in the WES

In 2017, tenure-track faculty self-identifying with a disability had consistently and significantly higher WES scores on tenure-specific questions overall than in 2014, though scores for the process for earning tenure or promotion remain the same.

For UBC overall, faculty and staff who self-identified as having a disability had lower engagement scores in 2017. A disproportionate number of disabled faculty and staff report that they did not see a clear link between their work and UBC’s long-term objectives, and indicated a reluctance to recommend UBC to a friend as a great place to work. Responses to leadership questions were more positive in 2017 than 2014.

Inclusion and respect in the workplace has two measures: treating each other with respect and consideration in the workplace, and feeling part of a community. For staff and faculty with disabilities there was a decline in agreement that people treated each other with respect and consideration between 2017 and 2014; conversely, they were much more likely to agree that they felt part of a community at UBC. Other smaller declines between 2017 and 2014 were in receiving effective feedback from their immediate unit head/manager, and recognition for accomplishments.

Figure 8: Comparative Salary Data: Persons with Disabilities and Gender



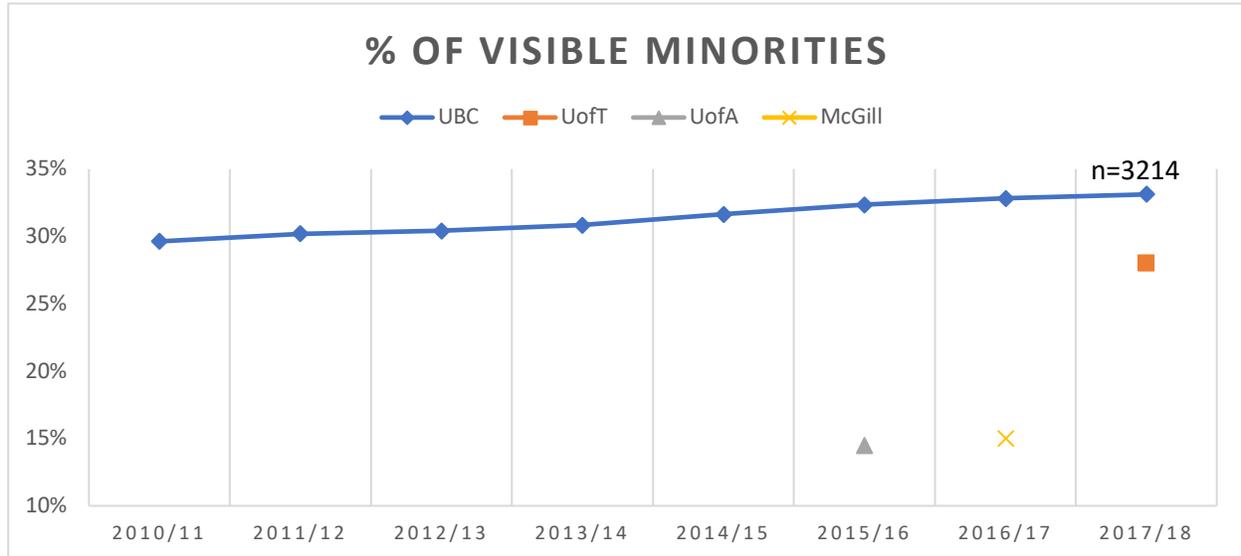
Consistent with the data on Aboriginal staff and faculty reported above, the small proportion of faculty and staff who identify as having a disability makes interpreting salary data difficult. One retirement, promotion or exit may significantly alter the distribution of salaries. Male staff and faculty self-identifying with disabilities have greater representation in the lower salary ranges than men without disabilities²⁴. Women staff and faculty self-identifying with disabilities are concentrated in the lowest full-time salary ranges. Representation of women and men with disabilities grows in the \$100,000-\$199,000/ annum range. Gender parity is greater with respect to salary ranges among people self-identifying with disabilities than among those who do not.

Findings: UBC’s employment trends indicate a decline in representation and workplace engagement for people who have self-identified as having a disability. Salary patterns require more exploration to understand whether people are able to progress through career stages and salary ranges when they are hired with disabilities, and when disability occurs during their career at UBC. People self-identifying with disabilities are much less likely than their colleagues to recommend UBC as a great place to work.

²⁴ The data in this chart was downloaded October 15, 2016. There were 7,855 women and 6,103 men working at UBC on that date. Of them, 225 women and 144 men self-identified as persons with disabilities.

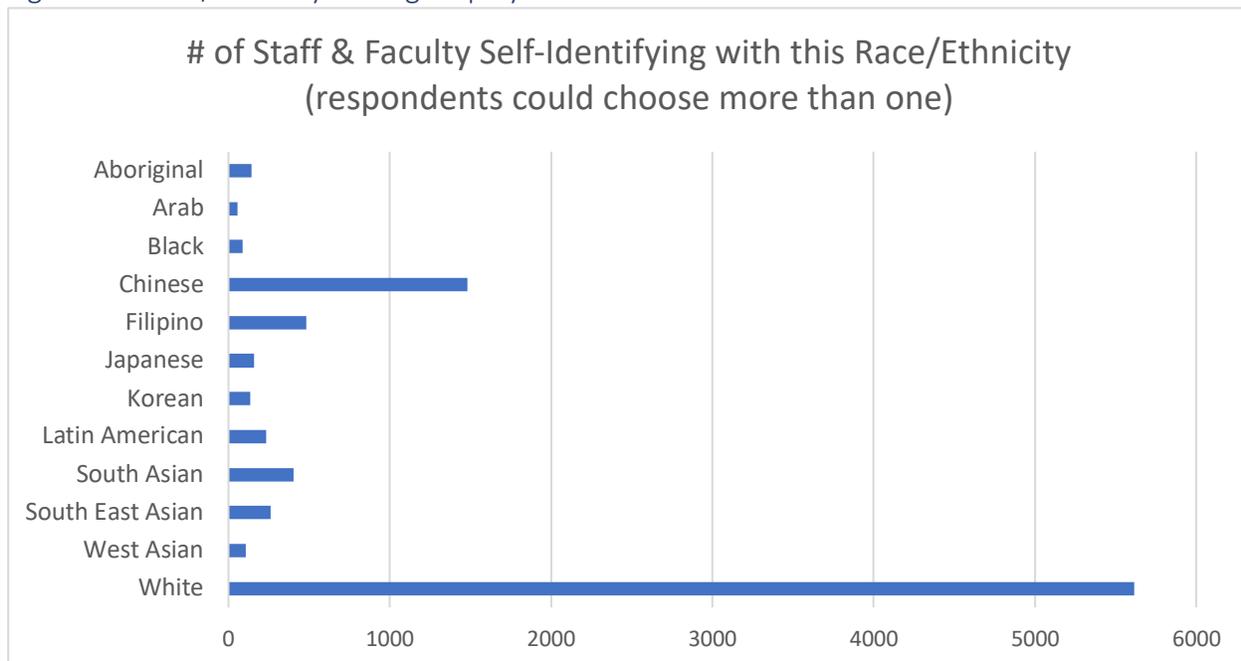
Visible Minority Staff & Faculty

Figure 9: Visible Minorities: Comparative Representation at Canadian Research Universities



At 33.1%, people who identify as a visible minority make up a much higher proportion of the workforce at UBC across all EEOGs than among the workforces at UofT, UofA and McGill, as well as in comparison to the 2011 Canadian available workforce of 18%.

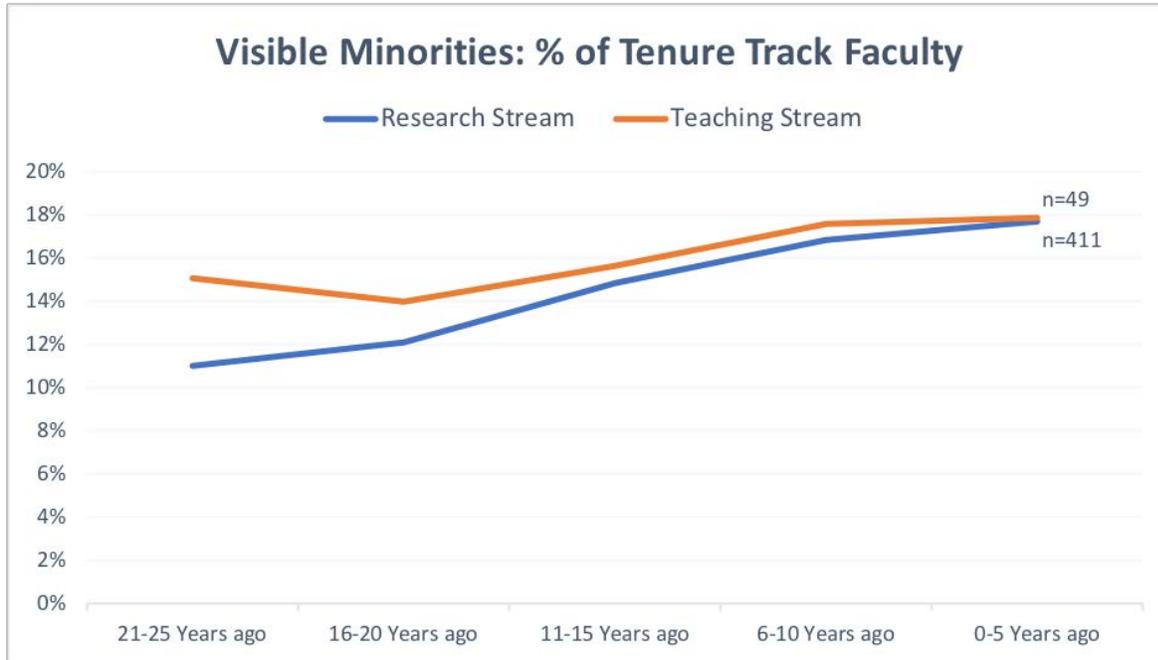
Figure 10: Race/Ethnicity among Employees at UBC



UBC has a diverse population of faculty and staff, with the largest populations self-identifying as White and Chinese, followed by Filipino, South Asian, South East Asian and Latin American. This

chart is drawn from the supplemental question on the Employment Equity Survey, based on the Statistics Canada Census question. Respondents could choose more than one race/ethnicity to reflect mixed heritages.

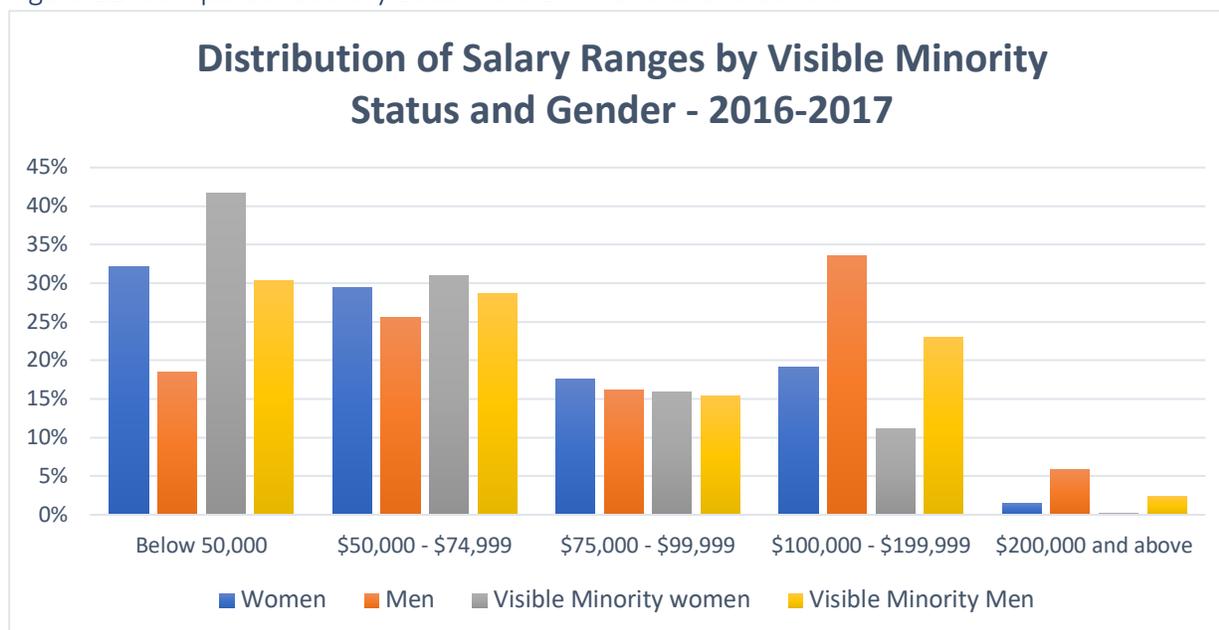
Figure 11: 25-Year Trend in Visible Minority Tenure-Stream Faculty



The percentage of tenure-stream faculty self-identifying as a visible minority has gradually been increasing at UBC.

In the WES, trends from 2014 to 2017 are very positive for staff and faculty self-identifying as visible minorities. Faculty had a lower score in 2017 compared to 2014 when responding to their ability to meet service expectations, but otherwise scores were higher on every comparative measure. Those self-identifying as visible minorities across UBC overall only scored lower in 2017 compared to 2014 on measures related to respect and consideration in the workplace and seeing a clear link between their work and UBC's long-term objectives.

Figure 12: Comparative Salary Data: Visible Minorities and Gender



When we begin to consider salaries for those who self-identify as a visible minority, representation is sufficient to look for trends or anomalies. In 2016-17, salary ranges for visible minorities across UBC tended to follow typical gender patterns, and there is higher representation in lower salary ranges for those self-identifying as visible minorities²⁵. As with women who do not self-identify as a visible minority, visible minority women’s representation diminishes as salary ranges rise.

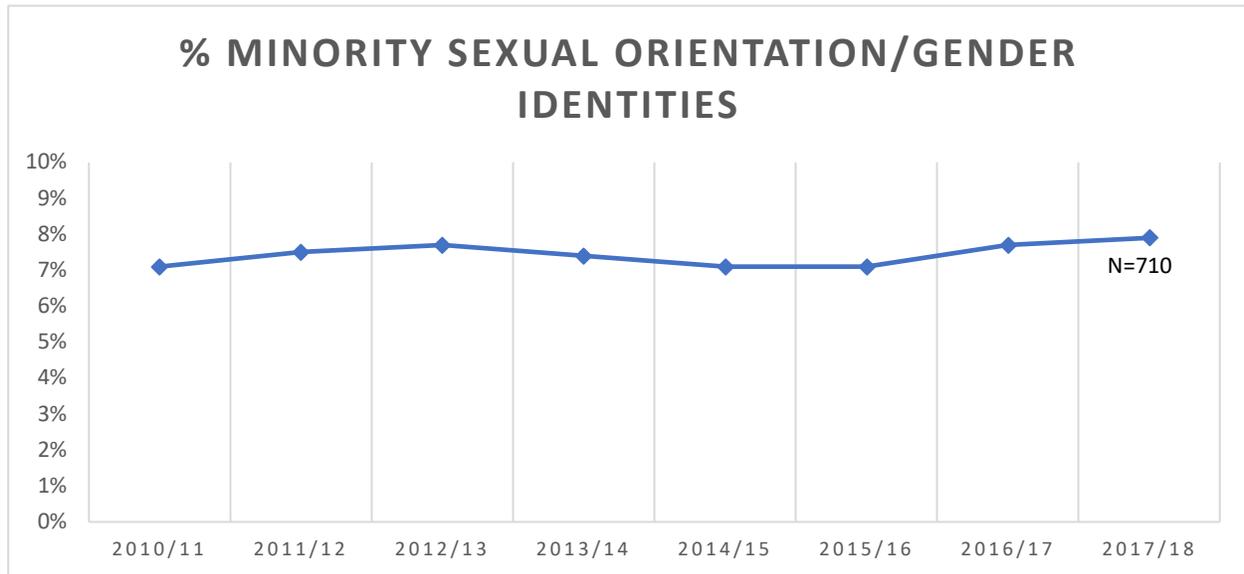
Findings: UBC is successfully diversifying its workforce with respect to visible minorities from many backgrounds. However, UBC needs to explore the differential representation of racialized people, particularly racialized women, in leadership roles.

Staff & Faculty with Minority Sexual Orientations/Gender Identities

This category combines data for those who self-identified as lesbian, gay, bisexual, queer or questioning, trans, transsexual, intersex, asexual, + (any analogous term from the past, present, and/or future). Where data is available, information regarding people self-reporting with minority sexual orientations is combined with people self-reporting minority gender identities. However, there are instances where the numbers are too small, and data is not available for people with minority gender identities. In these cases, only information on the situation of people self-identifying with minority sexual orientations is provided.

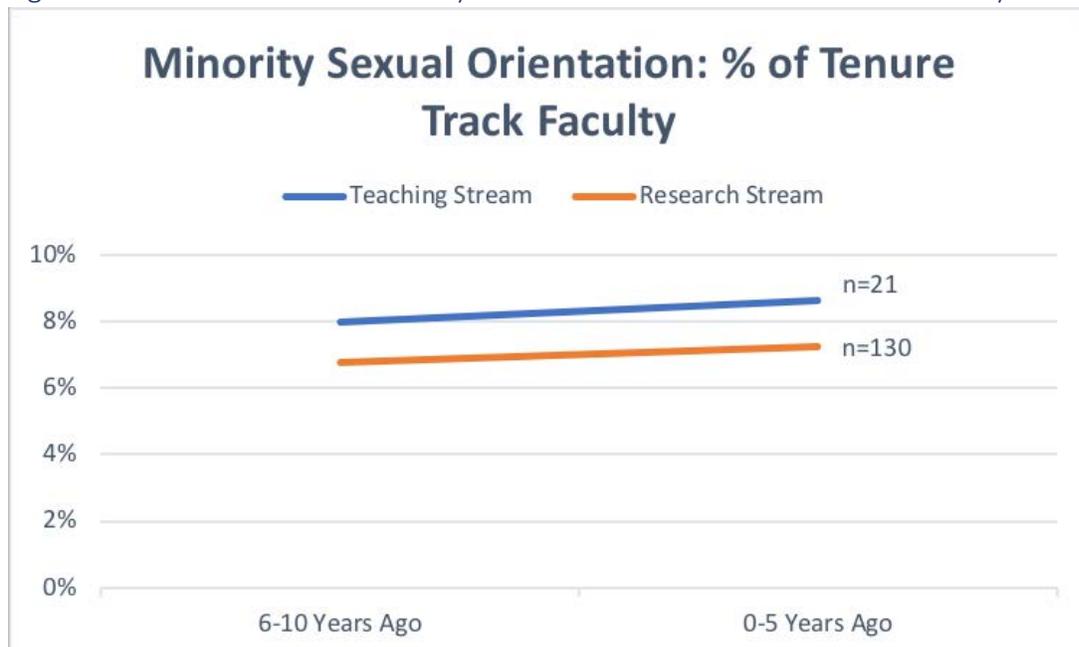
²⁵ The data in this chart was downloaded October 15, 2016. There were 7,855 women and 6,103 men working at UBC on that date. Of them, 1,829 women and 1,295 men self-identified as visible minorities.

Figure 13: Minority Sexual Orientations/Gender Identities: Comparative Representation at Canadian Universities



The combined representation of self-reported persons with minority sexual identities and minority gender identities for 2017/18 is 7.64% of UBC’s workforce. This percentage is steadily increasing overall, though small numbers create large fluctuations in trends among particular EEOGs. There is no Canadian workforce availability comparison for these groups. UBC has a smaller representation of minority sexual orientation faculty and staff than UofT at 9%, but combined comparative data is not available.

Figure 14: 10-Year Trend in Minority Sexual Orientation Tenure Stream Faculty

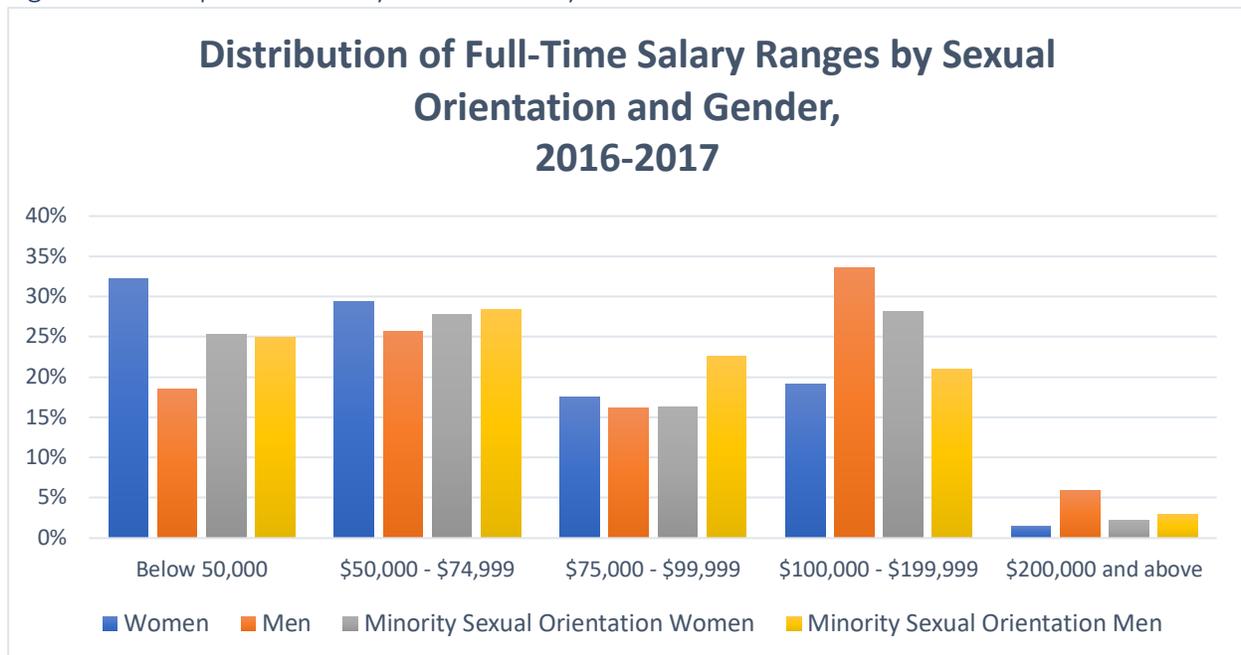


The numbers are too small to report on minority gender identities among tenure stream faculty. However, representation of self-reported tenure stream faculty with minority sexual orientations is increasing. Representation of persons with minority sexual orientations/gender identities is higher than their self-reported representation elsewhere in the university among senior managers. This data is reported from 2010 onward, when UBC chose to include minority sexual orientations/gender identities as a designated equity group.

In comparison with 2014’s WES, faculty who self-identify with minority sexual orientations scores were higher when asked about the resources they had to support research and teaching, had declined when asked about fair tenure decisions, and fluctuated only slight (positive and negative) on all other measures. Overall, respondents who self-identify with minority sexual orientations scored much higher in 2017 on being involved in decisions that affect their work, opportunities to grow professionally, having confidence in UBC’s senior leadership, health & well-being, and feeling part of a community. Areas where scores were lower were respect and consideration in the workplace, and in seeing a clear link between their work and UBC’s long-term objectives.

The response rate was too low to provide trend data for those self-identifying with minority gender identities; however, scores on the WES for this group tended to be low, and were lower than all other equity-seeking groups on engagement, professional growth, student focus, and work environment.

Figure 15: Comparative Salary Data: Minority Sexual Orientation and Gender



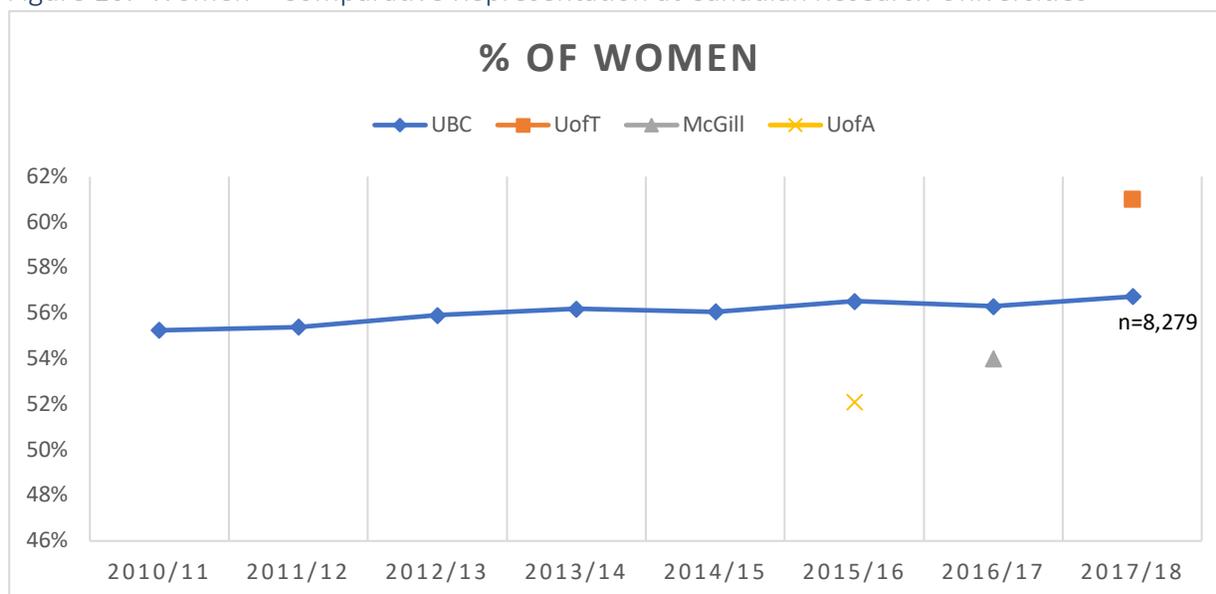
Salary distributions for men and women with minority sexual orientations are generally consistent in the lower ranges, but 30% of women with minority sexual orientations receive

salaries over \$100,000/annum compared to 24% of men with minority sexual orientations²⁶ and 18% of heterosexual women. Numbers are too small to report on the salary distributions of people who self-identify with minority gender identities.

Findings: UBC is diversifying its workforce to include people with minority sexual orientations and/or gender identities, particularly at senior levels, though there is no Canadian workforce data to provide a baseline. Those self-identifying with minority gender identities who responded to the WES report less positive workplace experiences.

Women Staff & Faculty

Figure 16: Women – Comparative Representation at Canadian Research Universities

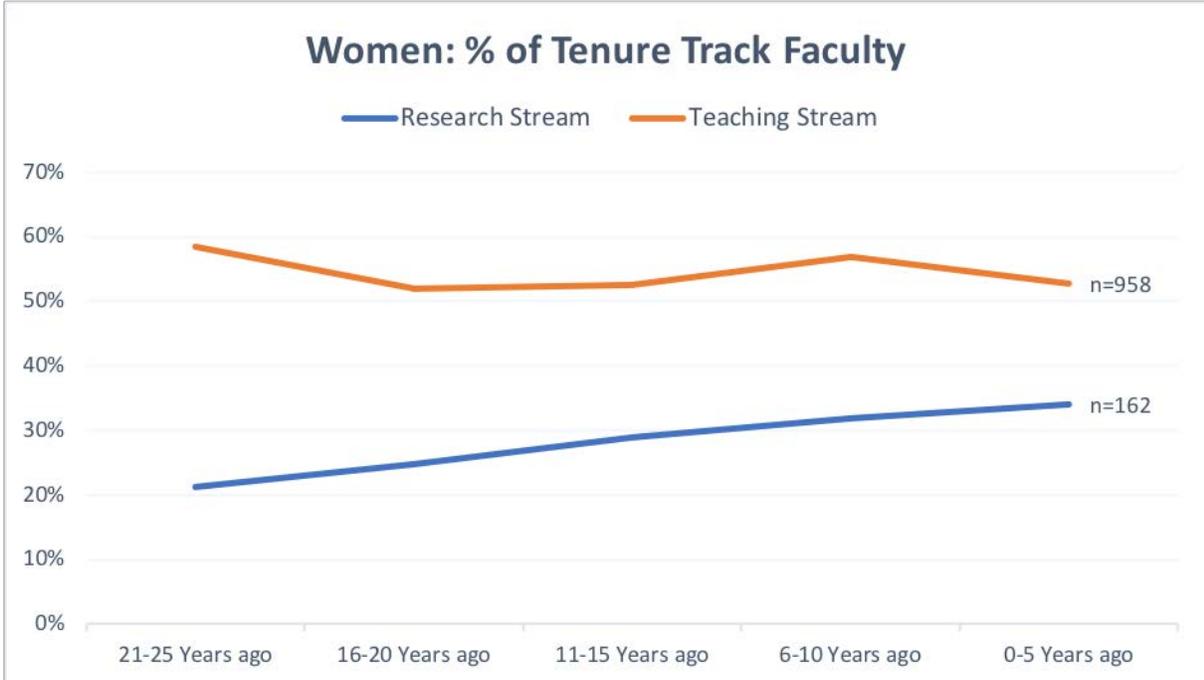


Women make up a greater percentage of the workforce across all employee occupational groups at UBC than the 2011 Canadian available workforce benchmark of 48%. The trend shows a slight increase and is higher than the latest published employment equity data for the UofA and McGill, but lower than that of the UofT.

Women employees have much lower representation than the 2011 Canadian available workforce in the Crafts & Trades, Skilled Sales & Service, and Other Sales & Service and Other Manual Workers. There has also been a sharp drop in representation of women among Semi-Skilled Manual Workers (from 23% in 2015/16 to 8% in 2016/17). UBC has much greater concentration of women in Senior Clerical and Clerical categories than the Canadian availability data, but over time, more men are moving into those roles – making them more representative of the actual available workforce.

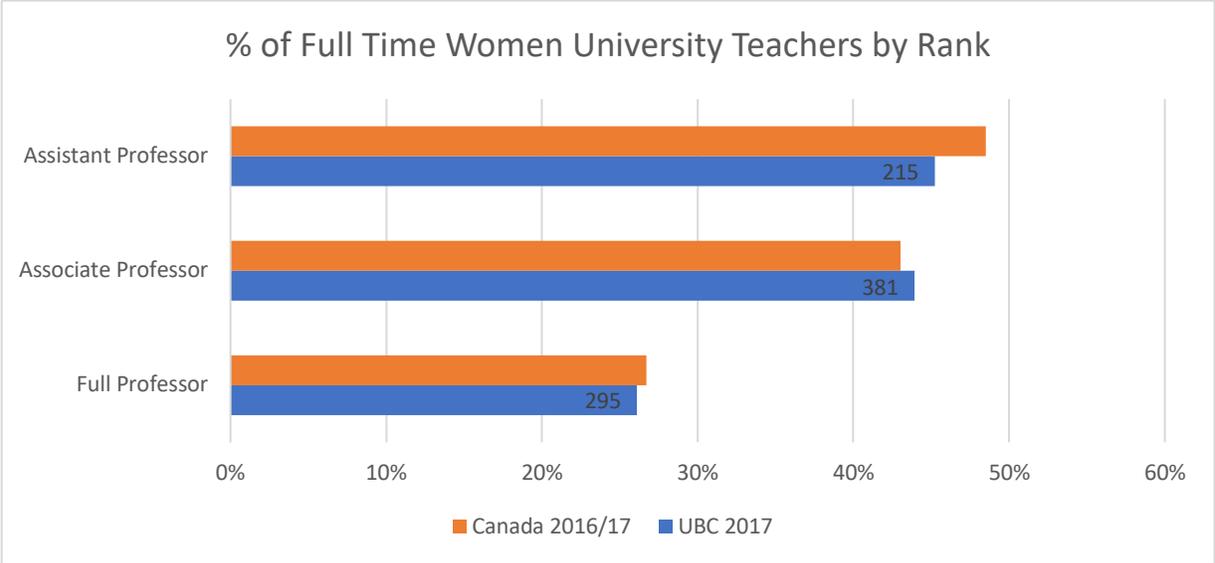
²⁶ The data in this chart was downloaded October 15, 2016. There were 7,855 women and 6,103 men working at UBC on that date. Of them, 298 women and 301 men self-identified as having a minority sexual orientation.

Figure 17: 25-Year Trend in Women Tenure-Stream Faculty



The representation of female tenure-track faculty over the last 25 years at UBC continues to increase at 34% in the research stream, and almost 55% in the teaching stream. Within academia in general, the research stream often garners greater salary and is awarded more prestige. UBC’s average of women tenure-track faculty overall is 43.5%. Comparatively, women make up 33% of the tenure stream faculty at McGill, and 34.4% at the UofA. The UofT does not have a comparatively reported statistic on all tenure-stream faculty, but reports that 48% of faculty overall (including non-tenure stream faculty) are women.

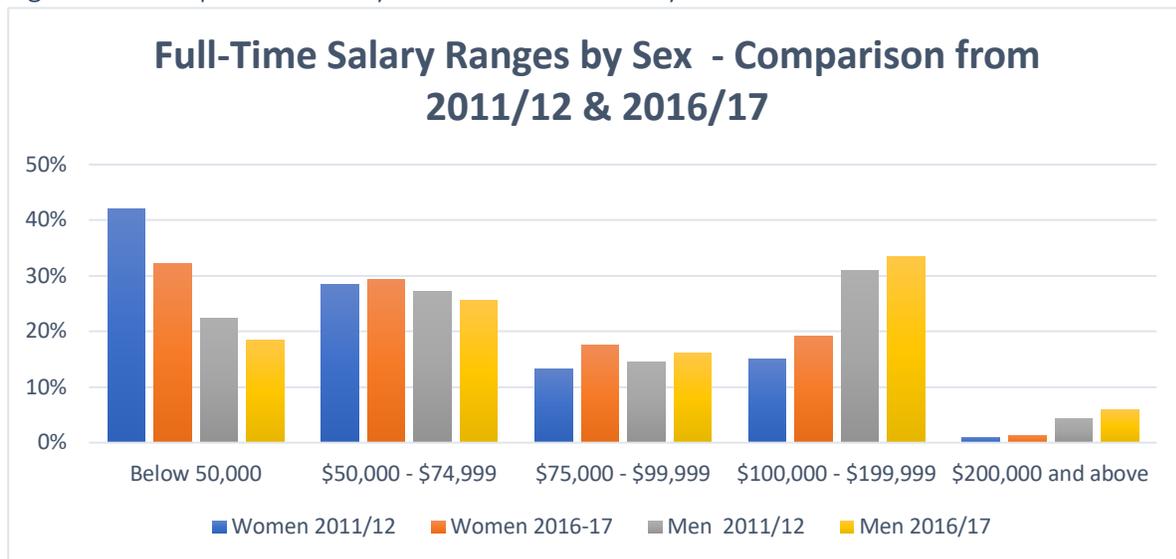
Figure 18: Comparative Representation of Women University Teachers by Rank – Canada/UBC



UBC reflects the Canadian averages from Statistics Canada data published by the Canadian Association of University Teachers²⁷ (when UBC’s teaching stream professors are included in their equivalent ranking). As with other equity-seeking groups, current representation is uneven across UBC Faculties, and representation at the ranks of Assistant Professor and Associate Professor will determine the possibilities for greater representation in senior roles in the future.

In the WES, scores were higher from women staff and faculty in 2017 than they were in 2014 across almost all measures. The areas where this was not the case are: seeing a clear link between their work and UBC’s long-term objectives, respect and consideration in the workplace, having the materials and equipment needed to do their job, and recommending UBC to a friend as a great place to work. Women tenure-stream faculty were more likely to agree with positive statements in every area of the tenure-stream faculty-only questions.

Figure 19: Comparative Salary Data: 7-Year Trend by Gender



Over time, there has been an increase in the proportion of women in higher salary categories. Across the workforce, 21% of women are receiving salaries over \$100,000/year, compared to 40% of men²⁸. Further exploration is necessary to determine whether those proportions accurately reflect women’s representation in roles that are valued at over \$100,000 for men. In 2016/17, women, and particularly women also belonging to any other designated equity group, have higher representation among the lowest salary categories. The exception to this is women self-identifying with minority sexual orientations: only 25% are found in the lowest salary range.

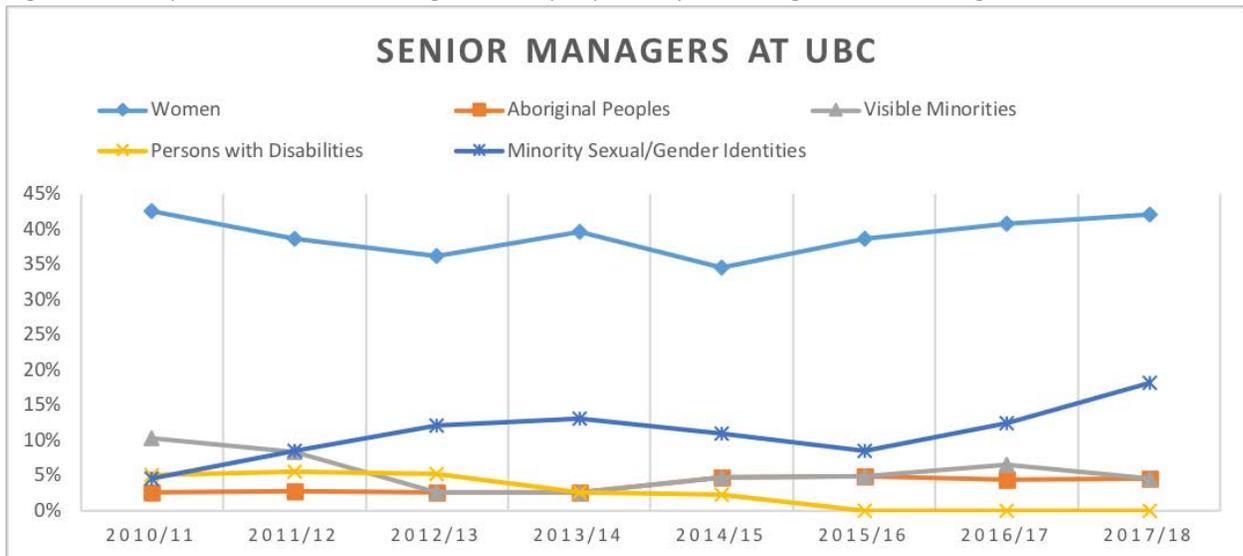
²⁷ Canadian Association of University Teachers, April 2018, *Underrepresented & Underpaid: Diversity & Equity Among Canada’s Post-Secondary Education Teachers*, https://www.caut.ca/sites/default/files/caut_equity_report_2018-04final.pdf

²⁸ The data in this chart was downloaded October 15, 2016. There were 7,855 women and 6,103 men working at UBC on that date.

Findings: Women’s representation across UBC’s workforce is growing, but is often concentrated in areas that are traditionally gendered as female. Women’s workplace experiences are trending positively, and salaries have risen over the last five years. However, it requires further exploration to understand representation of women vs. men among staff within these salary categories.

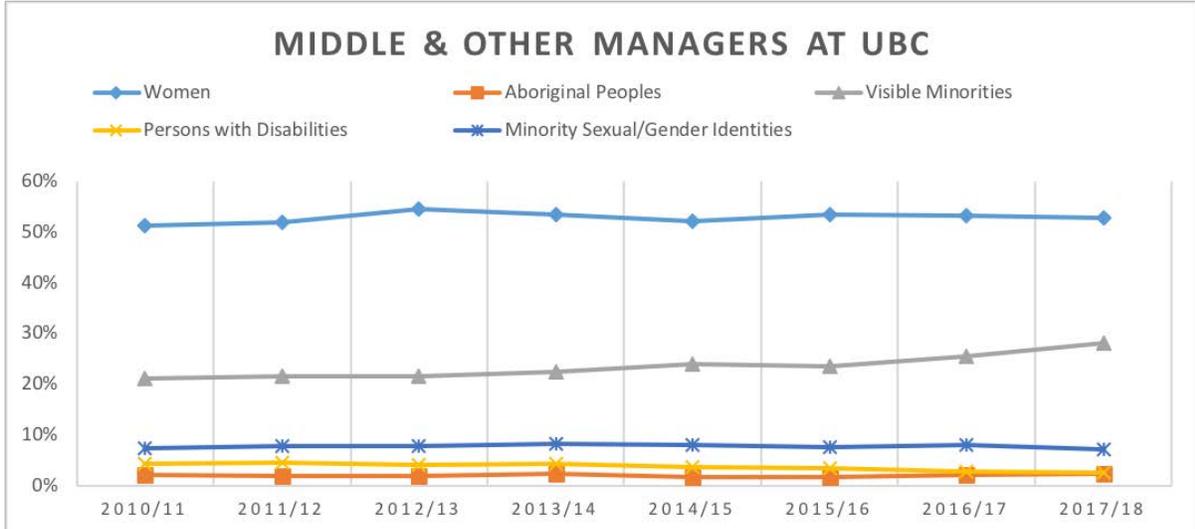
Trends in Leadership Roles by Designated Equity Groups

Figure 20: Representation of Designated Equity Groups Among Senior Managers at UBC



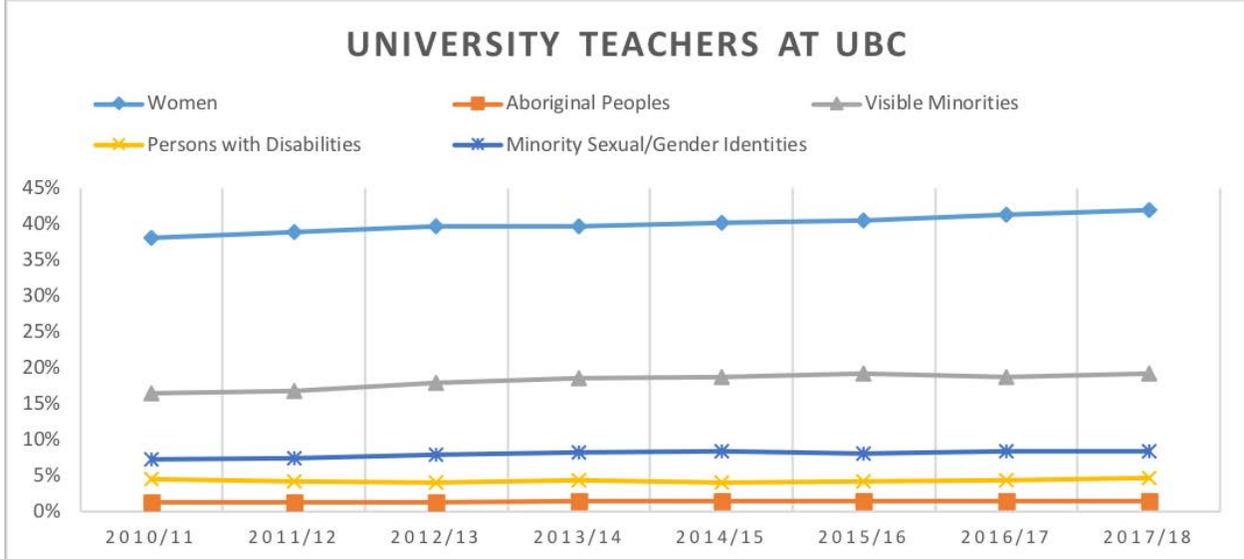
Over the last seven years, only people with minority sexual/gender identities among designated equity groups have significantly increased their representation at UBC’s Senior Leadership level (including Associate Vice Presidents, Deans, Deputy Vice Chancellor, President, Registrar, University Librarian, Vice Presidents). UofT shows very similar representation at the senior management level. McGill and UofA do not provide data for each EEOG category for all designated equity groups.

Figure 21: Representation of Designated Equity Groups Among Middle Managers at UBC



For the Middle and Other Managers EEOG, UBC is at or above the 2011 Canadian available workforce for all designated equity groups except persons with disabilities. Examples of positions included in this category are Associate Deans, Chairs, Computer Systems Manager, Directors, Financial Manager, Food Services Manager, and Heads of Department.

Figure 22: Representation of Designated Equity Groups Among University Teachers at UBC



Representation rates for designated equity groups are relatively static among university teachers (which includes Adjunct Professors, Assistant Professors, Associate Professors, Clinical Professors or Instructors, Lecturers, Member Extra Sessional Studies, Professors, Senior Instructors, Sessionals). The percentage of women represented in the university teachers EEOG category overall in 2017-18 is 41.6%, compared to representation in the 2011 Canadian workforce availability data which is 43.3%.

Conclusions from the Demographic Trends

The data presented regarding representation of designated equity groups at UBC is descriptive data. Self-selection bias and small sample sizes make statistical significance tests and regression analyses difficult. However, it does not necessarily follow that the depictions are inaccurate; the data and the perceptions of the representatives of designated equity groups who responded to the Workplace Experiences Survey indicate areas that require further exploration. UBC's willingness to carefully examine the data that does exist, and to surface the areas where further investigation is necessary, is indicative of its sincerity and commitment to fulfill the 'inclusion' theme of the new strategic plan.

When those in leadership roles, including faculty, are not as diverse as our student population, some may see barriers to the advancement of equity groups. A response to this is to critically examine UBC's hiring practices and objectives, and appropriately engage and support members of designated equity groups throughout the university, particularly at senior levels, so that we can all develop the necessary competencies to create an inclusive campus.

Overall engagement scores for those who participated in the WES are lower among designated equity group members self-identifying as Aboriginal, having a disability, having a minority sexual orientation or gender identity. UBC could be missing out on the full contributions of those members. Inclusion and respect are significant factors in engagement, and from the WES results, it is even more significant for staff than for faculty. Research cited earlier shows that inclusive workplaces are more innovative; in a university this is a competitive advantage for research and for attracting and retaining students.

Salary trend data across equity groups and among faculty and staff as a whole also raise some areas for further exploration. There has been work done over the last decade to try to interrupt some of these patterns at UBC through pay equity initiatives²⁹.

Systems are path dependent, and strategies and policy decisions from the past determine behaviour and the competencies people develop to enact decisions³⁰. Competencies become the first choice for approaching new challenges, narrowing the range of choices and tending to create similar results to those of the past. To create change, it is necessary to look at the system as self-reinforcing and determine where structures, strategies, and competencies can be shifted or interrupted to increase diversity and inclusion³¹.

²⁹ UBC, 2010, *An Analysis of the Gender Pay Gap in Professorial Salaries at UBC: Report of the Pay Equity (Data) Working Group* https://academic.ubc.ca/sites/vpa.ubc.ca/files/documents/DATA_working_group_report.pdf

³⁰ Mitsuhashi, Hitoshi, Scott Shane, and Wendy D. Sine, 2008, Organization Governance Form in Franchising: Efficient Contracting or Organizational Momentum?, *Strategic Management Journal*, <https://onlinelibrary.wiley.com/doi/abs/10.1002/smj.702>

³¹ Frank D. Golom, 2018, "Alternate Conversations for Creating Whole-System Change around Diversity and Inclusion", *Diversity & Democracy*, Winter 2018, Vol 1., No. 1, Association of American Colleges & Universities <https://www.aacu.org/diversitydemocracy/2018/winter/golom>

UBC faculty, staff and students have been working on increasing diversity and inclusion for a long time. Gains in hiring, changes in training and conversations regarding differences, including the concerns raised by members of designated equity groups, and enthusiasm and curiosity about how to do the work of inclusion demonstrate this. Throughout the discussion of employment systems that follows, initiatives that have worked are highlighted, and can be amplified in system change efforts.

Envisioning an Inclusive UBC

Consultation participants envision an increasingly inclusive campus where UBC is a global leader, demonstrating these values at all leadership levels, and enhancing the feeling of openness and willingness to learn about other perspectives. There is accountability among all levels of leadership to develop people and workplaces that are inclusive, and this accountability is supported by increasingly robust data. Participants are creating an environment where all can engage and contribute: . They see leadership, faculty, staff, and students assuming generous intent and asking for help to better understand when things don't work as planned.

Policy and Practice Through the Lens of Equity Groups

“Equity and diversity are integral to the mission of the University of British Columbia, and UBC strives to be a community in which equity is embedded in all areas of academic, work and campus life. As one of Canada’s top research universities, a commitment to equity allows us to attract the best teachers and researchers from across Canada and round the world.”

-Santa J. Ono, President and Vice-Chancellor, The University of British Columbia³²

UBC’s policies³³ and Human Resources guidelines³⁴ are publicly available on the UBC website. Policies that are directly related to employment equity were reviewed during this process and are discussed in the sections below.

The review of employment systems which follows is based on the premise that UBC is actively looking for ways to increase inclusion as a competitive advantage in the 21st century and in fulfilment of its role as a global leader in higher education.

³² Ono, Santa J., 2016, *UBC's Commitment to Equity, Diversity and Inclusion within the CRC Program*, <https://academic.ubc.ca/awards-funding/funding-opportunities/canada-research-chairs/ubcs-commitment-equity-diversity>

³³ Office of the University Counsel, *Index of All Policies, Guidelines and Rules*, <https://universitycounsel.ubc.ca/policies/index/>

UBC Senate policies can be found here: <https://senate.ubc.ca/>

³⁴ UBC Human Resources, *Hiring & Managing* <http://www.hr.ubc.ca/hiring-managing/>

Overarching Workplace Policies:

UBC Human Resources provides guidance on policy and practices for faculty and staff at [Hiring & Managing](#) at UBC. In addition, the [UBC Statement on Respectful Environment for Students, Faculty and Staff](#), instituted in 2008 and updated in 2014, also supports the values of respect, civility, diversity, opportunity, and inclusion.

Policy #2: [Employment Equity](#) was recently updated: “The fundamental principle for recruitment and retention of faculty and staff at The University of British Columbia is individual achievement and merit. Consistent with this principle, the University will: advance the interests of women and Indigenous, disabled, and racialized persons; ensure that fair and equal opportunity is afforded to all who seek employment at the University; and treat equitably all faculty and staff.”

Accommodations for students with disabilities is guided by Policy #73. The Centre for Accessibility (formerly Access & Diversity) primarily works with students but also provides some support for [staff and faculty with disabilities](#). UBC has a return to work/remain at work program for current employees who are injured or become ill during their employment, but for those people with a disability who might wish to work at UBC, comprehensive information on available supports can be difficult to find and there is not a policy for staff that is comparable to Policy #73 for students.

Policies specific to particular employment systems will be discussed under the relevant section, and specific recommendations pertinent to that employment system are at the end of each particular section.

Review of Employment Systems

Recruitment

Job postings are often the first encounter with UBC for new employees. It is important that all potential candidates, particularly those from each of the designated equity groups, see how their communities are reflected in the posting. Plain language, gender neutral language, a statement about possible accommodations for disability, and a statement acknowledging the territorial lands where campuses are located can be brief but will indicate UBC’s values to those applying.

Policy 20: [Advertising of Available Employment Positions](#) was updated in June 2017. It requires, among other things, that the following University Diversity statement be included in all position advertisements:

“Equity and diversity are essential to academic excellence. An open and diverse community fosters the inclusion of voices that have been underrepresented or discouraged. We encourage applications from members of groups that have been

marginalized on any grounds enumerated under the B.C. Human Rights Code, including sex, sexual orientation, gender identity or expression, racialization, disability, political belief, religion, marital or family status, age, and/or status as a First Nation, Metis, Inuit, or Indigenous person.”

This statement communicates UBC’s commitments to consider the full diversity of people who are qualified for a particular post and reinforces its values of equity, diversity and academic freedom. In a random audit of job postings on the Careers website in February/March 2018, it was clear that while most advertisements do include the above diversity statement, some do not.

Human Resources provides comprehensive guidelines for recruiting a new employee. There is information about job classifications (in the case of staff positions) and writing a job advertisement. Templates are provided that can be revised. Part of the standard UBC template for job positions, used in most online job postings, has a “Consequence of Error/Judgement” statement. Some could interpret these as an unusual and somewhat forbidding warning to any prospective recruits about the possible repercussions of mistakes by anyone holding the position. It does not support the desire for innovation and learning from mistakes that form part of the themes in *Shaping UBC’s Next Century*. In an audit of job postings for UofT, McGill, and UofA, no similar statement was found.

Some job postings were also found to include requirements for working in a diverse environment (e.g., “intercultural skills”, “ability to work in a diverse team”, etc.) Best practices in recruitment show³⁵ that developing criteria and weighting the relative importance of each criterion for that job as early as possible in the process helps to reduce cognitive bias later in the process. Carefully assessing the need for particular criteria in the context of the team’s strengths is essential (e.g., all seven members of a team may not need excellent written communication skills). Weighting criteria at the same time as the job description is developed enables more inclusion and more confidence in the selection process. Including weighted criteria for creating and participating in inclusive workplaces could include non-traditional research, multilingual capacity, and/or a demonstration of ability to engage in difficult conversations.

Research has demonstrated that a more rigorous interview process leads to better reliability of results³⁶. Systematically implementing interviewer training, rating each question separately, aggregating and anonymizing the ratings from each interviewer before discussing ratings,

³⁵Canada Excellence Research Chairs, *Recruitment Best Practices*, http://www.cerc.gc.ca/publications/recruitment-recrutement_e.pdf

³⁶ James Conway, Robert A. Jako, and Deborah F. Goodman, 1995, *A Meta- Analysis of Interrater and Internal Consistency Reliability of Selection Interviews*, *Journal of Applied Psychology*, https://www.researchgate.net/profile/Deborah_DeLong/publication/232484641_A_Meta-Analysis_of_Interrater_and_Internal_Consistency_Reliability_of_Selection_Interviews/links/54ef10de0cf2e55866f3fda4/A-Meta-Analysis-of-Interrater-and-Internal-Consistency-Reliability-of-Selection-Interviews.pdf

having more than one interviewer helps to increase the reliability that each interviewer evaluating the same performance will evaluate it similarly. These practices are recommended in the comprehensive guidelines from Human Resources, though may not be implemented in all searches. For interviewing according to a new set of criteria for diversity skills and strengths, discussing the reasoning behind the ratings given can also improve reliability of the interviewer ratings³⁷.

UBC will be optimizing a framework of foundational strengths for engaging constructively with diversity across differences. Some work has been done with a cohort of managers who completed an *Intercultural Understanding* course as part of UBC's Place & Promise plan, and ways to continue that work are being explored.

Opportunities and Challenges

There are important opportunities and resources available at UBC to support systems shift. These include Strategy & Decision Support (SDS) in the Office of the Provost and Vice-President Academic, HR, and the Equity & Inclusion Office, and the special program approval process from the British Columbia Human Rights Tribunal³⁸ for preferring particular equity groups in hiring. These resources can help with designing an appropriate strategy and budgetary commitment to appoint the best candidates, ensuring the hiring of those with skills and strengths in engaging differences at UBC³⁹.

UBC has significant expertise through the First Nations House of Learning and First Nations and Indigenous Studies to assist with interpreting the responses by self-identified Aboriginal staff and faculty on satisfaction and engagement. Through the Indigenous Strategic Plan opportunities are provided to improve effective recruitment and engagement practices.

Successes

Pilot projects have provided valuable information on building effective relationships with particular communities. Units that have cultivated relationships with Indigenous peoples or organizations representing people with disabilities (e.g. the STEPS Forward project at UBCO) have been successful in diversification. Pilot projects have also taught us what doesn't work: often specialty job boards are expensive and actually generate no applications, so subscriptions to these need to be closely monitored for results.

³⁷ Ruth A. Childs, Anita Ram, & Yunmei Xu, 2009, *Combining Dual Scaling with Semi-Structured Interviews to Interpret Rating Differences*, Practical Assessment, Research, & Evaluation, Volume 14, Number 11, May 2009, <https://pareonline.net/getvn.asp?v=14&n=11>

³⁸ British Columbia Human Rights Tribunal, *Special Programs*, <http://www.bchrt.bc.ca/law-library/employment-equity/special-programs.htm>

³⁹ Juliet Bourke, Stacia Garr, Ardie van Berkel, Jungle Wong, *Diversity and inclusion: The reality gap*, February 28, 2017 <https://www2.deloitte.com/insights/us/en/focus/human-capital-trends/2017/diversity-and-inclusion-at-the-workplace.html> - endnote-21

Opportunities though, can also bring challenges. In the majority of EEOGs, UBC exceeds the Canadian availability data on the representation of women and visible minorities; however, staff and faculty members from designated equity groups are often asked to participate in numerous panels, committees, and consultations in addition to their regular workload. While this can assist with building networks and experience, it can also make meeting output expectations more challenging, particularly if it is not acknowledged as a work requirement and offset in some way. Workload structuring and development plans for members of designated equity groups should clearly reflect their commitments to inclusive representation, and realistically assess the additional supports needed for them to accomplish this work as well as the functions of their position.

Staff members self-identifying as women and as racialized people are more likely to recommend UBC as a great place to work. Staff members self-identifying as having a disability, a minority gender identity, a minority sexual orientation, or self-identifying as Aboriginal are less likely to recommend UBC as a great place to work. What can we learn from women and racialized people that would make for a more inclusive environment for those with a disability, a minority gender identity, sexual orientation or who are indigenous?

Building relationships with communities and organizations relies on respectful engagement. Part of that is recognizing the efforts that applications and interviews take on the part of the applicant, and communicating the results to applicants – with feedback, if requested by those who were interviewed. This step maintains the relationship, and begins the process of recruiting for another more suitable position in the future.

Hiring of promising PhD candidates from designated equity groups into tenure-stream faculty or lecturer positions provides a promising opportunity for diversity and for nurturing early career academics. It can also be challenging as a new faculty member must balance completing their PhD with the requirements of their new position. UBC could develop a diverse scholars program where a PhD candidate in their final year (from another institution) is paid to spend a year at UBC writing and teaching a course. This would allow them to work for a year and for people to get to know them so that they are naturally seen to be a good candidate for a new position.

A review of UBC executive/senior leadership search firms' websites reveals that they may have difficulty convening a diverse panel from their own staff to screen applicants. As systems tend to replicate themselves, search firms' capacities for ensuring screening according to UBC values/strategies should be part of UBC's approved vendor decisions. The [Race and Leadership Group Recommendations](#) to the Vice-Presidents' Strategic Committee on Equity and Diversity (VPSICED) also address this issue.

Recruitment Recommendations:

1. Update recruitment guidelines to reflect promising practices to increase equity, such as:

- Revising job templates to include more accessible and inclusive language, including links to how equity seeking groups are supported at UBC.
 - Developing the relative weighting of the importance of different skills, strengths, and experience to the job in advance of any interviewing or resume review.
 - Including strengths and skills for contributing to an inclusive workplace in the job advertisement and job descriptions.
 - Ensuring that all interviewees are notified of the results of a search, and depending on systems solutions that may arise in the Integrated Renewal Program for data management, expand this to applicants.
2. Develop a framework of foundational strengths and skills for engaging constructively with diversity across differences. Such a framework includes clear definitions of the necessary skills and strengths, criteria for evaluation, and links to the UBC strategic plan and Indigenous strategic plan, and to commitments to increasing inclusion at all levels.
 3. For new hires from Indigenous communities, connect with the First Nations House of Learning and the Centre for Teaching and Learning Technology to prepare an inclusive environment in the work unit in advance of hiring.
 4. Human Resources and the Equity & Inclusion Office work with Strategy & Decision Support in the Office of the Provost to develop and promote a clear and accessible process to implement the BC Human Rights Tribunal's special program approval for targeted hiring initiatives across UBC, including the advance planning, recruitment and selection processes that are required.
 5. Expand efforts by HR and individual units to proactively build institutional relationships with communities and organizations representing designated equity group members.
 6. In the next RFP process for search firms, include criteria on representation, diversity and inclusive teams.

Selection and Hiring⁴⁰

When people apply to positions at UBC they become part of the ‘applicant pool’. An understanding of representation in the applicant pool compared to external availability data tells us how well we are attracting candidates which represent the diversity in their field. Collection of this data allows us to track our ability to recruit designated groups from application through short listing to appointment. Further, applicant pool data is useful in identifying trends and may also reveal patterns that create barriers for equity-seeking groups.

Currently, centralized applicant pool data for faculty and staff searches is unavailable at the institutional level, though it is being collected by some faculties and for particular searches (e.g., Canada Research Chairs). Where collected, demographic questions are part of the application process, responses are voluntary, membership in a designated equity group is self-reported, and the data is separated from the application information that a selection committee sees in order to provide a safeguard against bias.

UofT and McGill collect and publish applicant pool data as part of their employment equity reports⁴¹. At the UofT, representation among faculty and staff for women and persons with disabilities is at or exceeding the percentages in the applicant pools. However, for racialized

Successes

Selection committees for faculty positions are provided with unconscious bias training, either from the Equity & Inclusion Office working with Faculty Relations, or from other resources within the university (e.g. Faculty Equity Leads, etc.). In some departments/units, managers hiring staff attend behavioural interviewing training which has a component on diversity. At this point, almost everyone who will participate in a faculty selection committee at UBC has participated in the basic unconscious bias training. Because of that, certain faculties are developing “next stage” training, to look more closely at what biases may tend to surface among their faculty members, and within particular searches.

A plan to address better recruitment practices for people with minority sexual orientations/ gender identities has also recently been drafted by the UBC Vice-Presidential Trans, Two-Spirit and Gender Diversity Task Force.

In addition, efforts have been made to create diverse interview panels; this was mentioned in the consultations by interviewees as something that made an immediate difference in their ability to feel at ease during the interviews. When interviewees were asked directly about whether a more representative interview committee felt contrived or tokenistic, they were adamant that it did not.

⁴⁰ Searching for Excellence & Diversity” Guidebook (<http://wiseli.engr.wisc.edu/docs/SearchBook.pdf>) and brochure, “Reviewing Applicants: Research on Bias and Assumptions.” (http://wiseli.engr.wisc.edu/docs/BiasBrochure_2ndEd.pdf), from the Women in Science & Engineering Leadership Institute (WISELI).

⁴¹University of Toronto, 2018 <http://www.hrandequity.utoronto.ca/wp-content/uploads/sites/15/2018/01/2016-EE-Report-1.19.2018-FINAL-FOR-EXPORT.pdf>
McGill University, 2017 https://www.mcgill.ca/senate/files/senate/11_d16-66_report_on_employment_equity.pdf

people/people of colour and Indigenous peoples/Aboriginal peoples of North America, the representation is lower than the proportions applying for those positions.

With current efforts under way to update recruitment systems and the HR data management systems at UBC, it is an opportune time to enhance and standardize the collection of applicant pool data, including data about offers of employment made versus those accepted. These enhancements are critical in supporting university efforts to identify barriers to recruitment and selection of particular groups.

One challenge identified for a new employee with a disability is that the cost to develop a functional workplace falls almost entirely on the unit/department and often requires the individual to advocate for themselves. HR Advisors within faculties/units can provide support in setting up a workplace with dignity, however, new employees have little guidance on the process or requirements and may hesitate to reveal their need for more information and support to make this successful. A policy, similar to Policy #73 on student accommodation would help to provide clarity. The current lack of clarity could create barriers to selecting candidates with disabilities. UBC currently employs people with disabilities at well below the Canadian 2011 workforce availability, based on the self-disclosure in the employment equity surveys.

Selection & Hiring Recommendations:

1. With appropriate notices, safeguards and practices, routinely collect applicant pool data for all recruitment at UBC, as well as data about short listing, offers of employment made, and offers of employment accepted.
2. Develop an Accommodation for Employees with Disabilities policy or guidelines to be consistent with the definition of disability in Policy 73, developing a similar centralized mechanism to provide accommodations with privacy and dignity, and providing support for both employees and supervisors to create an inclusive workplace. Publicize the new policy/guidelines and implementation process widely and with a hyperlink in each job advertisement.
3. Continue to develop “next level” search training to incorporate the latest research about effective strategies to create equitable selection processes, based on past success in the programs developed by the Equity & Inclusion Office, in individual faculties at UBC, and with diverse selection committees.
4. In keeping with UBC’s mission to build new knowledge, there is a key opportunity to develop, pilot, and validate an “engaging differences” diversity skills and strengths framework. During the selection and hiring phase of employment, this would involve developing a set of interview questions to test for inclusive skills and strengths, and then validating those, and evaluating over time which skills and strengths are reliable predictors of engagement with different perspectives in ways that further critical thinking and create innovative, inclusive workplaces.

Training & Development

UBC provides numerous training and development opportunities for faculty and staff. Mandatory online training modules on bullying and harassment, new worker safety orientation, and privacy and information security fundamentals are part of employee on-boarding and support compliance with government regulations. In addition, self-directed learning and participation in training are encouraged.

UBC provides generous [professional development funding](#) for staff, with specific allotments varying according to employee group. There are also many leadership, health and wellbeing, workplace learning, and other training opportunities across campus.

For faculty members in their first two years of an administrative leadership role, the [Academic Leadership Development Program](#) is available at UBC Vancouver. At UBC Okanagan, the [Academic Leadership Series](#) provides faculty with workshops, studios, coaching, and online learning to support their growth in the role. For managers in staffing units at both campuses, [Managing@UBC](#) provides professional development through online and in-person self-directed learning modules.

Participants in the consultations told us that they valued each of these programs; however, participation requires finding time within already heavy workloads. Despite UBC's commitments to equity, diversity and inclusion, there are no modules that specifically address how to support diversity and inclusion in the workplace.

UBC also provides specific support to enhance inclusion through workshops provided by the [Equity & Inclusion Office](#), the [Centre for Teaching, Learning, and Technology](#), [Conflict Theatre@UBC](#), and [Extended Learning](#). These offerings focus on promising practices⁴² and flexibility in responding to particular workplace challenges.

Coaching and mentoring are also offered in various ways across UBC. All faculty and staff have access to six free coaching sessions as part of [Coaching@UBC](#). Mentoring opportunities within workplaces often depend on departmental leadership, and in some units new employees have access to an "onboarding buddy" who supports them over a number of months as an informal mentor. The Indigenous Staff Support Group provides peer mentoring and support for Indigenous staff members who may often be the only Indigenous person in a unit/department.

Mentoring is only specifically addressed in the WES for tenure-stream faculty. All tenure-stream faculty emphasize the need for mentorship, and all equity groups feel significantly stronger about this, in particular Indigenous faculty members. In consultations, senior faculty expressed the idea that once faculty members had achieved their first promotion, they no

⁴² Allison-Scott Pruitt, Carolyn Brinkworth,, Joshua Young, Kristen Luna Aponte, March 30, 2018, *5 Things We Learned About Creating a Successful Workplace Diversity Program*, Harvard Business Review, <https://hbr.org/2018/03/5-things-we-learned-about-creating-a-successful-workplace-diversity-program>

longer needed a mentor. The feeling was that after their years in the institution, they had it figured out. However, WES respondents from designated equity groups contradict this perception. In addition, research into implicit bias demonstrates that these biases are also absorbed by designated equity group members: research funding amounts requested are often lower, members are less likely to cite their own research, less likely to mention their own leadership efforts on behalf of the university, etc.⁴³.

Perhaps because some kind of mentoring program is generally set up for assistant professors, the strongest scores for mentorship for tenure-stream faculty tended to be higher across designated equity groups at the associate and full professor level. In the absence of an institutional response to the need for mentors, mentoring happens informally, and often by more senior members of designated equity groups. However, such duties are not always recognized in the service portion of workload assignments. In a tenure-track system that prioritizes research and publications, these commitments may impact promotion decisions for members of faculty from designated equity groups who are actively working to support colleagues or students from the same designated equity group by allocating time for listening, coaching, and mentoring. More formal mentoring programs would make this mentoring

Successes

Positive Spaces workshops delivered by the Equity & Inclusion office are part of a campus wide awareness and visibility initiative that seek to make UBC more welcoming to lesbian, gay, bisexual, two-spirit, trans and queer students, staff, faculty, alumni and allies in all our working, learning and living environments; these are regularly oversubscribed.

UBC's Equity Enhancement Fund supports community-based initiatives that enhance equity, diversity, and inclusion at UBC. The fund supports projects in different faculties, leading to learning opportunities around how to increase inclusion.

UBC's new Conflict Engagement Framework recognizes that conflict is a regular occurrence in human interactions, and that it can be fuel for innovation when managed well, and when faculty and staff are equipped with conflict literacy, leaders develop conflict fluency, and resource people are available with conflict mastery.

Recognizing and marking critical events in current relationship building with Indigenous peoples on-campus and with local First Nations is an essential part of ensuring that all members of UBC develop some knowledge of the history of colonialization and its effects. Examples include last year's UBC Okanagan-based multi-week training program on cultural safety offered by the Elders from the Okanagan First Nation, the opening of the Indian Residential School History and Dialogue Centre, and development of workplace values by UBC Library and Enrolment Services.

⁴³ Molly M. King, Carl T. Bergstrom, Shelley J. Correll, Jennifer Jacquet, and Jevin D. West, 2017, *Men Set Their Own Cites High: Gender and Self-citation across Fields and over Time*, Socius: Sociological Research for a Dynamic World, American Sociological Association, Volume 3: 1-22. <https://arxiv.org/ftp/arxiv/papers/1607/1607.00376.pdf>

‘work’, and its related time commitment more explicit and eligible to be considered in workload discussions.

One of the surprising trends in the WES was the greater concern that faculty members from designated equity groups have regarding professional growth: the fact that this tends to continue across ranks may mean that faculty members are interested in opportunities to develop leadership skills and move into senior leadership ranks.

UBC’s Senior Advisor to the Provost on Women Faculty has a study underway to look at best practices in mentorship in higher education.

Among self-identified persons with disabilities, Aboriginal peoples, and people with minority sexual orientations/gender identities, WES data shows lower scores on feedback and recognition from immediate heads. Early and frequent training and communications to immediate heads about how, and how often, to provide clear and appropriate feedback to direct reports could help to offset this. Being aware of the ways that representatives from designated equity groups are doing more informal inclusiveness training, mentoring, and service work in committees is an important way that immediate heads can observe, recognize, and perhaps adjust workloads to accommodate when necessary.

Through the WES, staff in management and professional roles who self-identified as Aboriginal expressed work/life integration as a concern. Further, consultations with Indigenous staff and managers revealed that having to remind people of Indigenous heritage, history, and perspectives at UBC, while gauging levels of interest and openness to mitigate backlash, is often an unrecognized part of their workload.

Restoring ‘right relationships’ among Indigenous Peoples and the rest of the population means untangling the systems of rights and privileges that continue to reinforce historically exploitative relationships. For non-Indigenous people at UBC, developing their understanding of these relationships, and continually seeking Indigenous perspectives⁴⁴ about how to move toward more respectful and equitable ones, would acknowledge commitments made under the Truth & Reconciliation Commission⁴⁵. As an example, UBC Okanagan administrators mentioned a very successful learning series that was set up with local Elders that could be used as a model for future learning on both campuses.

A predominant theme of the consultations at all levels was an interest in training opportunities that address participating in, developing, and managing an inclusive workplace. There is

⁴⁴ Tal Eyal, Mary Steffel, Nicolas Epley, 2018, *Perspective Mistaking: Accurately Understanding the Mind of Another Requires Getting Perspective, Not Taking Perspective*, *Journal of Social Psychology*, Vol. 114, No. 4, 547–571 [http://faculty.chicagobooth.edu/nicholas.epley/Eyal Steffel Epley 2018 Perspective Mistaking.pdf](http://faculty.chicagobooth.edu/nicholas.epley/Eyal%20Steffel%20Epley%202018%20Perspective%20Mistaking.pdf)

⁴⁵ Truth and Reconciliation Commission of Canada, 2015, *Truth & Reconciliation Commission of Canada: Calls to Action*, http://www.trc.ca/websites/trcinstitution/File/2015/Findings/Calls_to_Action_English2.pdf

enthusiasm and a desire to develop competencies in many of the areas that are challenges at the moment:

- recruiting and selecting for excellence and inclusion, and understanding the existing expertise that can support particular searches and selections;
- managing conflicts constructively;
- creating space for open and honest conversations about how workplaces might change to be more inclusive;
- engaging with leadership about what this really means for and at UBC;
- developing a rigorous and evidence-based lens for examining efforts and creating and incorporating new knowledge from across UBC and elsewhere; and
- figuring out how to manage developing these new competencies within competing workloads, priorities, and sometimes competing values.

Current training opportunities for faculty through the Academic Leadership Development Program are not explicitly focused on inclusive workplaces, though sessions do incorporate some aspects of this. Managing@UBC, for staff leadership, does not have explicit modules focused on this either.

There are few training sessions that are mandatory, even for those who are managing staff and students and have a duty to report issues. Institutionally, this creates potential liability or at least reputational risk for UBC with students, faculty and staff. Management, and particularly inclusive management, may never have been an area addressed in staff and faculty leadership training, and for which many may not have a natural talent. Developing a system to monitor current and/or growing competency in fostering inclusive workplaces at all levels, among all of the UBC community, will create accountability and incentives for new learning.

Training & Development Recommendations:

1. Continue to promote the professional development programs and opportunities that UBC offers to all staff and faculty, and make discussion of these opportunities part of every performance review meeting to encourage uptake.
2. Explore possibilities for mentoring based on the Senior Advisor to the Provost on Women Faculty's research, and pilot new programs for both faculty and staff.
3. Support the professional development of immediate heads with training in how to provide feedback and recognition, with particular attention to extra work that may be going unnoticed or not recognized as service in workload assignment.
4. Develop a modular training program that addresses different aspects of creating an inclusive workplace, using different learning methodologies for different topics.

Promotion & Tenure

For UBC's staff and non-tenure-stream faculty the institutional data does not yet provide a clear picture of promotions and/or career path, however this is being developed by Planning and Institutional Research. Different collective agreements can determine, to some extent, the movement within that employee group and between employee groups. In consultations with BCGEU, CUPE 116, AAPS, CUPE 2950, and Faculty Association representatives, it was recognized that collective agreements are historical documents that have been adapted over time to create fairness in employment. Representatives are interested in thinking about how to adapt collective agreements to more equitably support members of designated groups at UBC.

Across North America, there is a recognition that contract faculty face challenges in achieving job security and/or moving into tenure-track positions⁴⁶. UBC has shown a commitment to improving the experiences of contract faculty through the expansion of lecturer positions. In 2006, UBC had three times as many sessional lecturers (short-term faculty) as non-tenure-track lecturers (long-term), and since 2017, there have been more long-term lecturers than sessional lecturers.

In the WES, professional growth is a top factor in engagement, and for staff from all designated equity groups, seeing a link between their own work, no matter how personally satisfying, and UBC's long-term objectives was not clear. Improved communication about organizational directions and more opportunities for growth and advancement need to be reinforced in meetings with immediate heads.

Tenure-stream Faculty

There is an institutional career path for tenure-stream faculty at UBC, and clear data to monitor the equity along that career path. Analysis of this data has contributed to efforts and success at making promotions and salaries more equitable.

Sucesses

Interactive 'faculty dashboards' have been created that provide data on representation, pay and promotions across designated equity groups. Where there is enough data, equity information can be disaggregated by Faculty and examined in the context of the particular unit or campus. These metrics are very useful in revealing areas that may indicate inequities for particular designated equity groups, and enabling measures to address them.

⁴⁶ Moira McDonald, 2013, Sessionals Up Close, universityaffairs.ca , https://www.utm.utoronto.ca/careers/sites/files/careers/public/shared/pdf/Sessionals_CloseUp.pdf, and Adrianna Kezar, Daniel Maxey and Lara Badke, 2014, The Imperative for Change: Fostering Understanding of the Necessity of Changing Non-Tenure-Track Faculty Policies and Practices

In 2010, analysis of tenure stream salaries surfaced inequities in pay for women faculty and a pay equity award of 2% was provided in 2012. In addition, the position of Senior Advisor to the Provost on Women Faculty was created in 2014 to ensure ongoing monitoring.

Because of sample size, it is not always possible to look at differential effects on men and women in each designated equity group, however, it is important to understand that an effect on any group may not be equally distributed. In general, women and people self-identifying with disabilities take longer to achieve their first and second promotions to tenure, even when number and length of tenure time clock adjustments are made. However, when women with tenure clock adjustments are compared to men with tenure clock adjustments overall, men are promoted more slowly at UBC (contradicting a prevailing belief that men who take tenure delays all use that time to advance their career⁴⁷). Differential impacts on work/life integration, workload and promotions can occur for parents returning from maternity, parental, and adoption (MPA) leave if they return during a term where they were to be immediately expected to begin teaching on their return: this could mean that the final months of MPA are spent designing the course, and that re-entry to work is harder than for those who return over the summer. Heads of units should be cognizant of not assigning teaching immediately upon return if there is design or course preparation required prior to teaching.

In general, tenure-track faculty who self-identify as visible minorities or self-identify as having a minority sexual orientation take less time through their first and second promotions to tenure, even when number and length of tenure clock adjustments are made. There was not enough data to provide time to promotion for tenure-stream faculty self-identifying as Aboriginal.

Data can often be disaggregated to look at different Faculties within the context of their respective campuses. Time to first and second promotion and relative salaries are important indicators of inequity and need to be considered as part of regular departmental/unit monitoring and reporting, just as budgets are.

Promotions and tenure for faculty depend on evaluations of excellence in scholarly activity⁴⁸ and teaching. Defining scholarly activity and impact can be an issue with emerging areas of research⁴⁹. Recognizing capacities for managing diversity with respect to staff and students or the training of high quality performers is important to building an engaged and collaborative team. Hiring for innovative perspectives and research may require those involved in tenure reviews to develop a broader understanding of scholarly activity and impact, and how it may be

⁴⁷ Heather Antecol, Kelly Bedard & Jenna Stearns, 2016, *Equal but Inequitable: Who Benefits from Gender-Neutral Tenure Clock Stopping Policies?*, Institute for the Study of Labor, <http://ftp.iza.org/dp9904.pdf>

⁴⁸ Riddell, Jessica, Feb 10 2016, *One Size Does Not Fit All with Promotion, Tenure and Review*, University Affairs. <https://www.universityaffairs.ca/opinion/adventures-in-academe/one-size-does-not-fit-all-with-promotion-tenure-and-review/>

⁴⁹ Tameera Mohamed & Brenda L. Beagan (2018): 'Strange faces' in the academy: experiences of racialized and Indigenous faculty in Canadian universities, *Race Ethnicity and Education*, <https://doi.org/10.1080/13613324.2018.1511532>

demonstrated in some of the most non-traditional and cutting-edge research. Examining how and whether scholarship related to designated equity groups is valued in promotion and tenure is an important part of this systems-change process⁵⁰.

Tenure-stream faculty from designated equity groups scored lower in the WES regarding promotions and tenure: particularly in regards to the fairness of decisions and a lack of clarity on the process, criteria and body of evidence that lead to promotion. When asked about this in consultation sessions, faculty members felt the information provided in general workshops was very vague because there is such diversity in the different Faculties; or that the information was contradictory, depending on who was asked; or sometimes, that there seemed to be an assumption that everyone would have a trusted colleague or even a family member who could guide them. This links to the need for more mentorship, but also to broader and clearer criteria to evaluate exemplary excellence in diverse scholarship within a Faculty.

A recurring theme in consultations was fairness with respect to workload, and how workload is calculated in different Faculties. There are questions about the relative weighting of the “housekeeping work” of keeping a Department running, including, for example, teaching introductory courses, serving on committees and ad hoc working groups, informal mentoring and advising, as well as question about which designated equity group(s) tend to be responsible, by default, for that work. These issues are supported by the research⁵¹. The Faculty of Arts and the Allard School of Law are currently considering a pilot project in collaboration with the Senior Advisor to the Provost

Successes

More data looking at equity at different stages of employment is available for particular Faculties, Departments and/or Units, depending on the sample size, and this is being used by Special Advisors to the Provost to create more equity among faculty. Some Faculties have developed interdisciplinary tenure-track appointments, where a new tenure-track faculty member is appointed to two different Faculties to reflect both the non-traditional or cross-cutting research they have done.

Different UBC Faculties are revising or developing new workload policies from an equity perspective and a better awareness of the mentoring and extra service work of some designated equity groups. For staff, free career navigation services and coaching are available at UBC, to assist with understanding options for promotion. Land & Food Systems holds a Research Café regularly where faculty present their research to graduate students, staff and colleagues to build awareness of how the work of the Faculty is contributing to the development of new knowledge.

⁵⁰ Frank D. Golom, 2018, “Alternate Conversations for Creating Whole-System Change around Diversity and Inclusion”, *Diversity & Democracy*, Winter 2018, Vol 1., No. 1, Association of American Colleges & Universities <https://www.aacu.org/diversitydemocracy/2018/winter/golom>

⁵¹ Williams, Joan C. and Marina Multhaup, March 5, 2018, *For Women and Minorities to Get Ahead, Managers Must Assign Work Fairly*, Harvard Business Review, Diversity. <https://hbr.org/2018/03/for-women-and-minorities-to-get-ahead-managers-must-assign-work-fairly>

on Women Faculty to explore different measures that might more equitably measure and distribute workload among faculty.

Indigenous Faculty

The 11 Indigenous tenure-stream faculty who responded to the WES in 2017 were less likely to be clear about the proof, criteria or body of evidence for earning tenure or promotion, than other designated equity groups, and than for those faculty not identifying as a member of an equity group. They also had concerns about their ability to meet expectations for research and teaching and the resources provided for support.

Twenty-two Indigenous faculty members provided feedback that suggests there is a need for more support for teaching, research, service and educational leadership. To increase respect and inclusion, most suggested having colleagues and leaders model inclusive behaviour.

They provided information about some factors that participants felt were affecting the success of tenure track Indigenous scholars, including:

- a **cultural orientation that values relationship-building over time**: this orientation is necessary to create the foundations for strong research. Many Indigenous scholars seek to work with different indigenous communities and nations. Relationships and the understanding of cultural protocols take time to establish. Progress is not based on transactional models of relationships but rather reciprocal models, where speed is not a defining factor. This may conflict with tenure clock timelines.
- a **strong desire and sense of obligation to support Indigenous students**, who at the same time want to be supported by someone with similar cultural perspectives. This often results in supervision of many more graduate students per Indigenous tenure-track faculty member than among other faculty members, and may not be differentially accounted for in workload calculations;
- **additional time required and invested into participating in workplace and campus engagements**, such as selection committees, consultations, panels, community celebrations and representation on campus, cultural welcomes of major speakers, etc. As there are so few Indigenous faculty across the institution and it is important that Indigenous perspectives are represented, these commitments are honoured, but time is diverted from research and teaching.
- an **obligation to question, or support questioning of, some of the foundational assumptions at the university and in society in courses and conversations**; this sometimes results in discomfort for those who are typically privileged by these assumptions. There is a qualitative difference in challenging orthodoxy in mathematics or chemistry in classroom settings relative to challenging, for example, prevailing perspectives around property rights or what constitutes knowledge or justice. Both scenarios present opportunities for new learning, but the first is often less emotionally laden as questions of identity are not a critical part of the discussion. The additional work needed to productively approach these tensions regarding identity, to create new understandings, and develop new knowledge, is often unrecognized by those evaluating teaching scores and/or workload.

Participants noted that these additional factors may not only affect one's teaching and research performance, but a lack of formal consideration of these within the current systems of evaluating tenure may actually lead to an inaccurate recognition of performance. From their perspective, this may create a barrier to success for current and future Indigenous tenure-track scholars.

Faculty with Disabilities

The 35 tenure-stream faculty who self-identified as persons with disabilities on the WES had significantly lower scores than other designated equity groups, and support for engaging students in research/scholarly/creative work was the lowest score among the tenure-stream questions. However, those participating in the WES did offer suggestions about how their experiences could improve. Recommendations and priorities included: improving the workspace (24 respondents), more clearly defining the criteria for promotion and tenure, and providing more resources for teaching, research, and educational leadership. With respect to workspaces, faculty with disabilities were much more likely to disagree that the physical work environment is suited to fulfilling responsibilities.

Visible Minority Faculty

Exploring the survey responses of the 101 tenure-stream faculty members who self-identified as visible minorities in the WES, the lowest scores for their workplace experiences were found in regards to fairness of re-appointments, promotions and tenure; support for engaging students in research/scholarly/creative work; and resources to support teaching. This is interesting because the Faculty Dashboards tell us that tenure-track faculty self-identifying as visible minorities tend to achieve tenure more quickly than their counterparts. It may be that the question has not differentiated enough among re-appointments, promotions, and tenure, and that the concerns with fairness have more to do with the low relative rates of promotion (see chart below) to senior leadership among tenured professors who self-identify as visible minorities.

For tenure-track women faculty, Indigenous faculty, racialized faculty, faculty with disabilities, and faculty with minority sexual orientations, the decisions, process, criteria, and body of evidence considered for earning tenure or promotion were rated lower than those not from a designated equity group. While there were variations across agreement with the other questions, all designated equity groups were less likely to agree that decisions about tenure and promotions were fair⁵². Based on the numbers of ways that bias can impact performance

⁵² Public Service Commission of Canada, 2014, Members of Employment Equity Groups: Chances of Promotion. http://publications.gc.ca/collections/collection_2014/cfp-psc/SC3-161-1-2013-eng.pdf

evaluations^{53, 54} each Faculty should consider ways to be transparent about tenure and promotion requirements, criteria, processes, and decisions.

The research reinforces the need for academic heads to have training in providing appropriate, clear and frequent feedback⁵⁵ to their faculty and staff to increase engagement and productivity⁵⁶, and to develop plans to mitigate the ways in which performance feedback can be biased in a department or unit. UBC HR has a variety of tools to support performance feedback on its website.

Senior Leadership

Inclusion at the leadership level is essential to modeling the commitment to inclusion across the institution. It is also good organizational strategy, as demonstrated in this study of 180 organizations in four countries⁵⁷: “The findings were startlingly consistent: for companies ranking in the top quartile for executive-board diversity, ROEs [Returns on Equity] were 53 percent higher, on average, than they were for those in the bottom quartile.” UBC has developed a faculty that has representation of all designated equity groups: not fully proportional to the workforce availability, but close. The candidate pool for middle and senior leadership provides opportunities for diversifying the representation in these EEOGs.

⁵³ Mahmoud Javidmehr, Mehrdad Ebrahimpour, and Hakim Sabsevari, 2015, Performance appraisal bias and errors: The influences and consequences, *International Journal of Organizational Leadership* 4(2015) 286-302

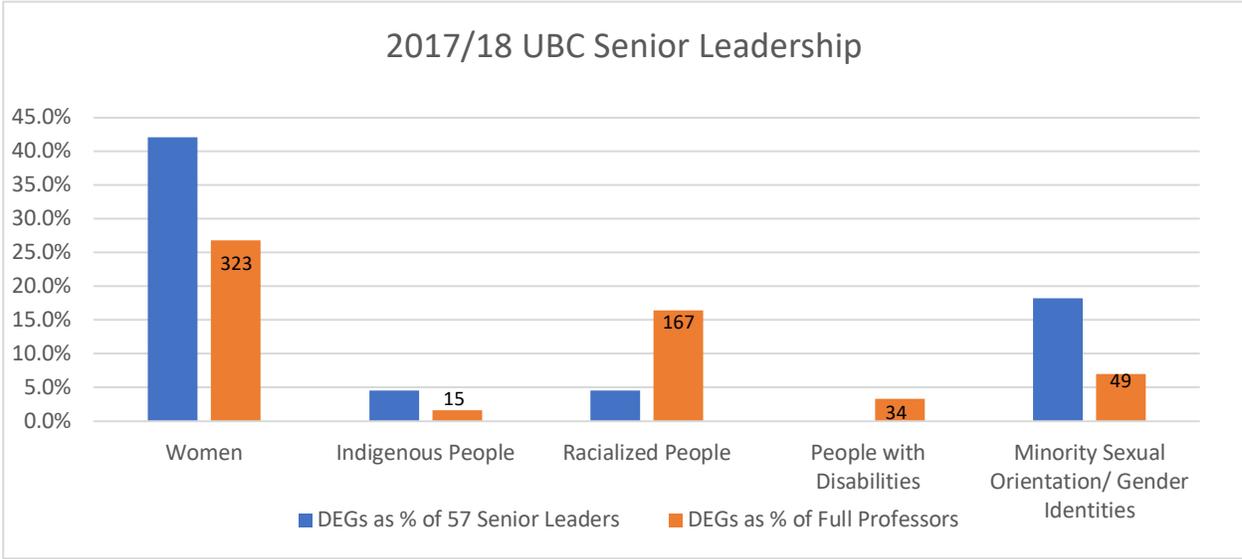
⁵⁴ Lisa M. Keeping and Paul E. Levy, 2000, *Performance Appraisal Reactions: Measurement, Modeling, and Method Bias*, *Journal of Applied Psychology* Vol. 85, No. 5, 708-723

⁵⁵ Wilkie, Dana, 2015, *Is the Annual Performance Review Dead?*, Society for Human Resources Management <https://www.shrm.org/resourcesandtools/hr-topics/employee-relations/pages/performance-reviews-are-dead.aspx>

⁵⁶ Peter Capelli and Anna Tavis, 2016, *The Performance Management Revolution*, Harvard Business Review, <https://hbr.org/2016/10/the-performance-management-revolution>

⁵⁷ Barta, Thomas, Markus Kleiner, and Tile Neumann, 2012, *Is there a payoff from top-team diversity?*, McKinsey Quarterly, <https://www.mckinsey.com/business-functions/organization/our-insights/is-there-a-payoff-from-top-team-diversity>

Figure 23: Representation of Designated Equity Groups Among Full Professors compared to Representation of Designated Equity Groups Among UBC’s Senior Leadership



Among the 57 senior leaders at UBC, self-identified representation is not reflective of the wider pool of Full Professors who self-identify as members of these designated equity groups at UBC. While not all Full Professors are interested in senior leadership positions, achieving inclusive leadership requires efforts to identify interest and potential, and intentionally creating opportunities to develop leaders, particularly among those groups who are less likely to see themselves reflected at leadership levels. It may also require re-evaluation of leadership skills to include diversity competencies or inclusion skills such as working across difference, conflict engagement, intercultural fluency, etc.

Promotions & Tenure Recommendations:

1. Develop and provide data on promotions among all employees (staff and faculty) at UBC to Unit/Department heads for transparent conversations about where designated equity groups may be disadvantaged by learned and unconscious biases about capacity and performance.
2. Evaluate the results of pilots regarding workload policy re-developments and expand awareness of alternatives across UBC.
3. Provide research-based training, with clear equity data, to immediate Heads, promotion committees, and tenure review committees to ensure that promotions and tenure decisions are made using strategies to reduce bias and barriers to designated equity groups.
4. Review the skills and strengths required to become a senior leader at UBC, incorporating diversity competencies or inclusion skills as part of the requirements for appointment.

Recognition, Awards & Retention

Health Promotion and Benefits programming affects retention, and UBC has generous benefits programming and well-being initiatives. Maintaining benefits coverage was suggested as one reason that older employees, particularly tenured professors, may be reluctant to retire, it is a perception that benefits are no longer available just when health costs may be increasing. More information should be provided about the the benefits available through the Emeritus College (formerly UBCAPE).

The [Return to Work/Remain at Work](#) and [Work Re-Integration and Accommodation Program](#) (WRAP) programs are instrumental in creating the conditions for those experiencing illness, injury, or disability to continue their employment during or after recovery. Program guidelines are in place to support necessary accommodations and the privacy, dignity, and respect of employees, though the central fund for equipment is over-extended.

A pilot project with the support of UBC's insurance company is also being implemented to assist those with complex mental health and/or chronic pain to continue their employment. New resources for emotional and mental health are available to support HR Advisors at UBC Vancouver as well, though consultation participants felt that ensuring that HR Advisors across campus are aware of them and accessing them in a timely manner is can be a challenge.

Housing cost was a factor cited as a barrier to recruitment and retention in almost all consultation meetings at the UBC Vancouver campus. UBC Vancouver has a faculty housing program and relocation allowance, and is also piloting a housing program for staff with rent tied to 30% of income below \$64,000/annum. To support lower wage employees in operations, research shows that subsidizing childcare and transit would increase recruitment and retention⁵⁸.

Successes

UBC's programs and pilot projects regarding housing, health and wellness, and sustainability are intended to address the factors that create stresses in the workplace. Benefits coverage demonstrates a commitment to the long-term health and care for employees. The UBC Statement on Respectful Environment for Students, Faculty and Staff, and numerous policies and processes to address injustices across UBC all support recourse for misconduct and create a sense of safety and greater retention. A Spiritual/Multi-Faith Space in the University Centre on the UBC Okanagan campus is successfully welcoming the diverse spiritual and multi-faith practices of students, staff, and faculty. Spirituality 101: Figuring out faith at UBC also helps students, staff, and faculty on the Vancouver campus understand where to access supports and prayer and meditation spaces.

⁵⁸ Bengt Petersson, Rodrigo Mariscal, and Kotaro Ishi, 2017, *Women Are Key to Future Growth: Evidence from Canada*, IMF Working Paper <https://www.imf.org/~media/Files/Publications/WP/2017/wp17166.ashx>

One issue that surfaced in consultations regarding the housing and relocation programs was the design and regulation of the program based on the idea of a family consisting of two parents and children, with each child in a separate bedroom. For families from different cultures or who do not fit this stereotypical pattern, housing and relocation can be a challenge.

Childcare was also mentioned occasionally, most often by faculty members. The expansion of childcare services at UBC Vancouver was noted as contributing to work/life integration for families. For caregivers, primarily women, to be able to focus on their work and advance in their careers and contributions to the university, adequate childcare is essential⁵⁹.

The Religious Holidays policy enables all students, faculty and staff members of UBC to observe the holy days of their religion, provided sufficient advance notice is given. Some units in UBC Vancouver and UBC Okanagan have created meditation/prayer spaces for observing religious traditions, however, this is not a consistent and/or widespread practice.

UBC's Provost's Office requires periodic external reviews of Faculties and Units to improve academic excellence and increase transparency. Terms of reference for these external reviews include attention to equity, though it may be that not all review teams fulfill the terms. Consultation meetings revealed one strategy to address this: representatives from the designated equity groups would like a half-hour group meeting with the external review team to ensure equity concerns were included.

Research grants, merit awards, and staff awards for exemplary service are based on objective criteria of a particular model of "excellence". A review of federal-level data regarding awards and award amounts shows how gender biases are operating, and that it is likely that other systemic biases also impact success⁶⁰. Steps to reduce this at the level of some funding

Successes

UBC provides free Career Transition services to all staff outside of a probationary period and on notice of termination to support them to find new career paths. Often terminations are the result of grants ending, reorganizations, budget fluctuations or reductions, or a change in role expectations. Employees have access to this dedicated service throughout their notice period. Employees are informed of this in their notice letter, through follow-up contact from the Career Navigation service, and through their employee group

⁵⁹ The Expert Panel on Women in University Research, 2012, *Strengthening Canada's Research Capacity: the Gender Dimension*, The Council of Canadian Academies

www.scienceadvice.ca/uploads/eng/.../women_university.../wur_fullreporten.pdf.pdf

⁶⁰ Holly Witteman, November 3, 2016, *Addressing Bias in Canadian Research Funding*, <http://www.sciencepolicy.ca/news/addressing-bias-canadian-research-funding>

agencies are being taken⁶¹. It is important that UBC, as a large institution with many grant applications, conference proposals, and applications for internal and external awards begins to track equity data along with applications and proposals to examine success rates in different arenas. For staff, representation among those receiving awards should also be tracked.

Recognition, Awards, & Retention Recommendations:

1. Learning from current pilot projects and expanding efforts to increase retention across campuses should be tracked to monitor what strategies work in which contexts, and for which employee groups.
2. Health & Wellbeing should work with Faculties/Units to create more meditation/prayer spaces for observing religious traditions, and more information about where those are found across UBC.
3. External Review teams include one meeting with Faculty/Unit representatives from designated equity groups to hear their perspectives on Faculty/Unit inclusion, and to ensure that terms of reference are respected and fulfilled in the review.
4. Immediate heads and other leaders, aware of the latest research on implicit biases among reviewers and applicants in funding agencies, can provide mentoring and proactive advising to ensure that applicants from designated equity groups are benefiting from this knowledge in formulating their applications and proposals.

Termination & Retirement

New dashboards have recently been developed with termination and retirement information for the four federally designated equity groups covering the last six years, by EEOG, term type, FTE, exit reason description, and age band. Reasons for exiting include termination, resignation, and retirement. Numbers were not sufficient to provide exit data for minority sexual orientations/gender identities.

Patterns in the data are based on comparing the rates of exits between the designated equity group and those not self-identifying as belonging to that group.

One impact of the end of mandatory retirement, perhaps in conjunction with the economic crisis of 2008, is that many existing faculty are remaining well beyond 65 years of age. As a result, fewer opportunities for turnover exist, particularly in smaller Departments. For 2017/18, retirements in the professoriate were higher for post-65 retirees and for regular retirements than they had been over the previous five years.

⁶¹ Viviane Callier, Jan 18, 2018, *Canadian Science Community Gathers Momentum in Improving Gender Equity*, The Scientist, <https://www.the-scientist.com/news-analysis/canadian-science-community-gathers-momentum-in-improving-gender-equity-30396>

Men exit employment at UBC at higher rates than women for death, job abandonment, post 65 retirement, tenure denial, and lay-offs of full-time positions. Women in part-time positions, as compared to men in part-time positions, are more than twice as likely to exit because resources no longer exist. Women in full-time positions also consistently exit at higher rates than men.

People who self-identify as Aboriginal exit employment at higher rates than non-Aboriginal people across all EEOGs. People self-identifying as visible minorities tend to exit at lower rates than non-visible minority employees. For people self-identifying with disabilities the patterns were not as clear: since 2014 they are more likely to exit than those not self-identifying with a disability if in a part-time position, or if an EEOG other than senior managers, middle and other managers, and university teachers.

With the exit data, patterns reveal that women, people who self-identify as Aboriginal, and people self-identifying as having disabilities in non-leadership roles, are cycling through employment faster at UBC than other groups. Higher turnover among these designated equity groups could indicate a lack of inclusiveness in the workplace, although the data is unclear. It does mean a loss of human capital and of UBC's investment in recruiting, hiring and training.

Termination & Retirement Recommendations:

1. More deans and heads of units should review and consider retention and termination data to clarify the cost of turnover, so that strategies for improvements can be tailored to that unit or faculty.
2. Implement an effective central exit interview process to better understand the reasons that people leave UBC.

Conclusions

UBC is in a unique position to shift employment systems to create more equity, inclusion, and innovation. UBC's Vancouver campus is situated on the traditional, ancestral, and unceded territories of the Musqueam people, and UBC's Okanagan campus is situated on the territory of the the Syilx Okanagan Nation and their peoples. This fundamental reminder of the historical legacy and inequities that have lead to our current system creates the "inescapable tension between this longing for transformative awakening and the sleepwalking selfhood of our habitual patterns"⁶².

Across the landscape of UBC's employment systems there are many examples of new ideas and pilots being conducted to increase equity and inclusion. UBC has the institutional capacity to support their implementation, evaluation, and refinement through central units and research collaborations. Inclusion, like innovation, requires enough institutional structure and clarity of

⁶² Maria Popova, 2016, *Alain de Botton on Love, Vulnerability, and the Psychological Paradox of the Sulk*, Brainpickings.org, <https://www.brainpickings.org/2016/06/27/alain-de-botton-the-course-of-love/>

purpose to allow disruptive ideas and experiments to fail and succeed, accepting the tension this creates and the possibilities for constructing new knowledge.

Data available shows different outcomes across designated equity groups at UBC. In addition to the data, perceptions of those interviewed for this report suggest that gendered areas of study, women's "work" in the "housekeeping duties of maintaining the unit", and women's research and awards tend to be less well funded, while also indicating that women staff members have higher rates of turnover and may have some disparities in salary. People who self-identify as visible minorities are not proportionately represented in senior management, in spite of a large internal candidate pool. People self-identifying with disabilities are less represented within the data and often overlooked in equity discussions, making them more invisible on campus. People who self-identify as Aboriginal have very low representation at UBC except in senior positions. Women within designated equity groups may be more likely to experience barriers, though this needs to be more deeply examined as more data becomes available.

Employment systems in organizations and across society are shaped by culture and context: in an institution with 100 years of history, such as UBC, path dependency has been shaped by beliefs that are no longer held as common sense, but the legacy of these beliefs still influence the way things are done. Recognizing that current social and administrative patterns reinforce the normalization of particular advantages for particular groups, and disadvantages for other groups, requires UBC to critically examine how best to continue to intentionally interrupt those patterns. The cumulative impact of these societal and workplace patterns can be reinforced unconsciously, through tradition, path dependence, and hegemony, with designated equity groups experiencing the effects of this disadvantage. Continuing to address these disparities, perceived or otherwise, requires strongly supported systemic solutions that intentionally focus on equity and inclusion.

UBC has a strong workforce with many faculty and staff with both expertise and curiosity about how to make inclusive workplaces a reality, and some are already testing various ideas. It also has a very decentralized employment structure, with over 200 Faculties, Units and Departments. Opportunities for system-wide changes are different at the UBC Vancouver and UBC Okanagan campuses because of their different sizes and contexts. However, there is opportunity to develop strong research on what factors contribute to increasing inclusion. Piloting initiatives that can make changes at the individual, unit, and system level, critically and rigorously evaluating them, recognizing the promising efforts that currently exist, and developing new knowledge in this area is part of the university mission. UBC could be a pilot ship that leads Canadian higher education through some of these difficult passages, and develops rigorous, research-based expertise in this field.

Core Recommendations

1. UBC has a strong workforce with many faculty and staff with expertise and curiosity about how to make inclusive workplaces a reality and/or who are already testing

various ideas. Piloting initiatives that can make changes at the individual, unit, and system level, critically and rigorously evaluating them, recognizing promising efforts, and developing new knowledge in this area to share is part of the university mission. We should develop an Employment Equity Plan that can be an institutionally applied research project exploring promising practices to create more inclusion and equity in a research university, and acting as a model for wider society: include funding for pilots, research, validating accountability measures, communications, etc.

2. Ensure administrative heads of units are required to evaluate inclusion as a regular and frequent part of management reporting, supported by new capacities to provide data-driven decision-making at the unit level and supporting those in leadership roles to review and plan for improvements.
3. Develop, communicate, test, and refine a foundational strengths and skills framework for engaging diversity constructively, accompanied by a modular training program promoted for all employees at UBC.
4. Develop and implement an institutional policy/guidelines for accommodations to more effectively include people with disabilities in the workplace.
5. Ensure central support units have clear mandates, responsibilities, accountabilities, and resources to support continuous improvement to systems changes as they relate to creating a more diverse and inclusive workplace.

APPENDIX A
CONSULTATION PARTICIPANTS
UBC'S EMPLOYMENT SYSTEMS REVIEW

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Name	Title	Department/Unit
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APPENDIX B
INFORMATION ON EQUITY DATA
UBC'S EMPLOYMENT SYSTEMS REVIEW

The UBC statistical data for the Employment Systems Review comes from three main sources:

1. through a mandatory question regarding sex⁶³ to register for benefits in the Human Resources Management System (HRMS);
2. through an ongoing [employment equity survey \(U Count at UBC\)](#); and
3. through the [Workplace Experiences Survey \(WES\)](#), which includes a section on demographic data.

The employment equity survey is confidential, but not anonymous. It is only to be used for employment equity programs and does not form part of the personnel file. Data is only available to designated personnel in the Equity & Inclusion Office and in Planning & Institutional Research. The WES is anonymous and confidential, and responses are gathered and aggregated by an external contractor and provided to UBC HR for analysis and programming.

There is clear information in each survey about how data will be aggregated for analysis and under what conditions, and with whom information will be shared. No information is shared that could identify individuals in the workplace from either survey. For this reason, data with respect to faculty and staff who may belong to more than one equity seeking group is rarely available, as the numbers are generally too small. In accordance with UBC practice, numbers under five are not reported. Self-selection bias is an issue in both survey data sets.

Employment Equity Reporting

Regular reporting is provided based on these surveys. Each year, in accordance with the Canadian [Employment Equity Act](#), UBC completes an [Employment Equity Report](#), which compares the current representation of designated equity groups to the [available workforce data](#) provided by the federal government (currently from 2011) for both campuses: UBC-Vancouver (UBC-V), and UBC-Okanagan (UBC-O). In all reporting on designated equity groups, data is withheld for fewer than five respondents. Available workforce data is stratified federally by Employment Equity Occupational Groups (EEOGs). A description of the positions that fall into each category follows⁶⁴:

⁶³ UBC is in the process of updating its Human Resources Management System to provide the option for more choices than male/female in the personnel records of employees.

⁶⁴ University of British Columbia, 2016, *Employment Equity Report 2016*, p.13, <https://equity3.sites.olt.ubc.ca/files/2018/07/Employment-Equity-Report-2016-Final-April.pdf>

Employment Equity Occupational Groups (EEOGs)

#	Employment Equity Occupational Group (EEOG)	Examples of UBC Positions	Area of Recruitment ¹
1.	Senior Managers	Associate Vice President, Dean, Deputy Vice Chancellor, President, Registrar, University Librarian, Vice President.	National
2.	Middle & Other Managers	Associate Dean, Chair, Computer Systems Manager, Director, Financial Manager, Food Service Manager, Head.	Municipal
3.	University Professors	Adjunct Professors, Assistant Professor, Associate Professor, Clinical Professor or Instructor, Lecturer, Member Extra Sessional Studies, Professor, Senior Instructor, Sessionals.	National ²
4.	Professionals (excluding University Professors)	Accountant, Coordinator Student Services, Counselor, Editor, Employee Relations Officer, General Librarian, Genetic Assistant, Physician, Programmer/Analyst, Scientific Engineer, Social Science Researcher.	Municipal
5.	Semi-Professionals & Technicians	Biosafety Officer, Building Inspector, Coach, Engineering Technician, Graphics Supervisor, Horticulturist, Library Assistant, Medical Artist, Research Assistant/Technician, Research Scientist.	Municipal
6.	Supervisors	Accommodation Manager, Accounting Supervisor, Campus Mail Supervisor, Cleaning Supervisor, Head Service Worker, Section Head, Senior Resident Attendant, Supervisor (Administration), Word Processing Coordinator.	Municipal
7.	Supervisors: Crafts & Trades	Farm Manager, Grounds Supervisor, Head Carpenter, Head Plumber, Herd Manager, Mechanical Trades Supervisor, Sub-Head Electrician, Sub-Head Gardener.	Municipal
8.	Administration & Senior Clerical Personnel	Administrative Assistant, Administrator, Budget Analyst, Conference Coordinator, Lab Supervisor, Office Manager, Personnel Assistant, Secretary 1-5, Senior Admissions Officer, Executive Assistant.	Municipal
9.	Skilled Sales & Service Personnel	Assistant Cook, Commissary Cook, Commissary Baker, First Cook, Head Cook, Relief Cook.	Municipal
10.	Skilled Crafts & Trades Workers	Bricklayer, Carpenter, Electrician, Locksmith, Maintenance Engineer I and II, Painter, Plumber, Sheet Metal Worker, Shift Engineer.	Municipal
11.	Clerical Personnel	Administrative Clerk, Buyer 1 to 3, Clerk 1 to 3, Clinical Office Assistant 1 to 3, Computer Operator, Data Entry Clerk, General Clerk, Mail Clerk, Program Assistant, Store Person.	Municipal
12.	Intermediate Sales & Service	Bookstore Assistant, Computer Salesperson, Dental Assistant, Housekeeper, Patrol Person, Sales Attendant, Sales Clerk, Utility Worker, Waiter/Waitress.	Municipal
13.	Semi-Skilled Manual Workers	Clerk Driver, Farm Worker 1 to 5, Milker, Nursery & Greenhouse Gardener, Printing Operator 2 and 3, Spray Painter, Truck Driver.	Municipal
14.	Other Sales & Service Personnel	Food Services Assistant, Gate Keeper, General Worker, Grocery Clerk, Janitor, Caretaker, Building Supplies Service Worker, Kiosk Attendant, Residence Attendant, Service Worker: Ice Maker.	Municipal
15.	Other Manual Workers	Labourer 2, Labourer 2 (Construction & Heavy), Labourer 3 (Special).	Municipal

¹ Area of Recruitment: National = "Canada" for both Campuses. Municipal = "Vancouver" for Vancouver Campus and "Kelowna" for the Okanagan Campus. Where noted, the comparison may be changed to province-wide data based on data availability.

² Because this report makes comparisons to Census Canada data, the broadest available geographic category for labour market comparison is national. Comparisons to the international labour market may be appropriate for University Professors, however that comparison is outside of the scope of this report.

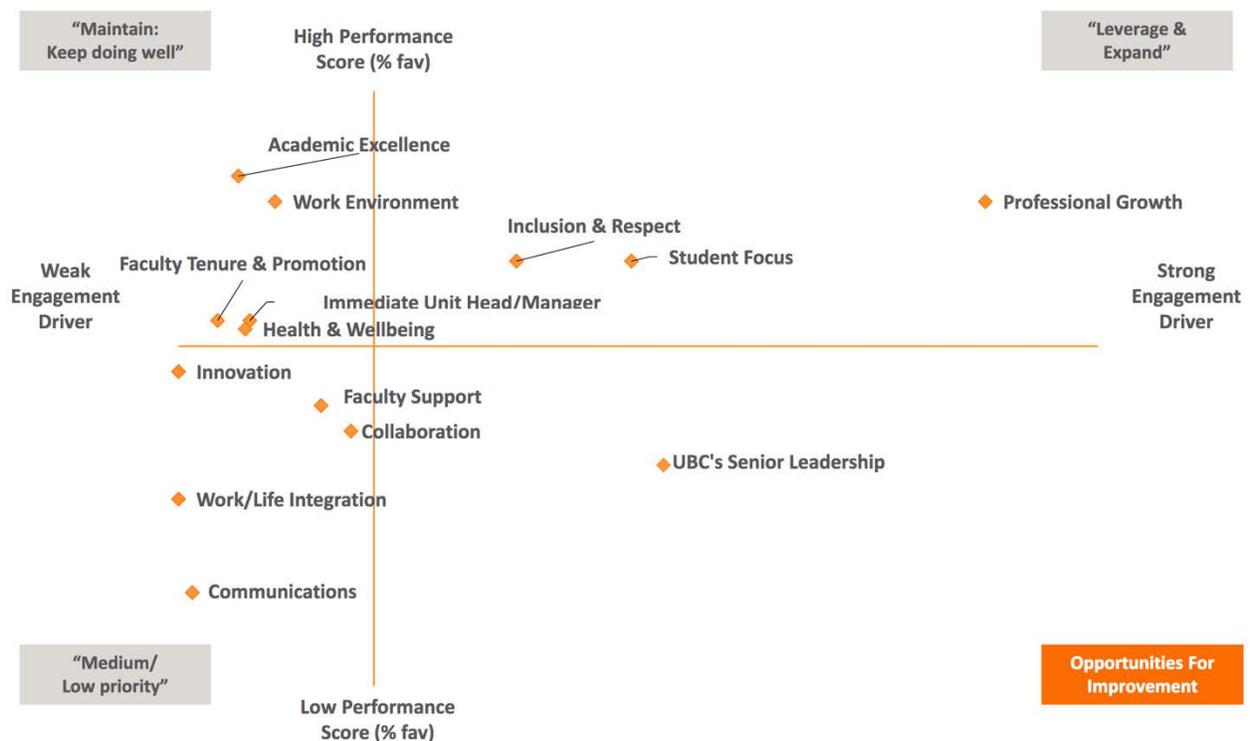
UBC also publishes its yearly [Focus on People: Benchmark Report](#), which examines senior level categories in more detail to assess employment equity on both campuses. In recent years, “equity dashboards” have been created from the employment equity data that can examine representation, promotion, and salary trends among tenure stream faculty for inequities.

Workplace Experiences Reporting

The [Workplace Experiences Survey](#) (WES) is repeated every three years to examine employee engagement and experiences. This data can be presented across UBC as a whole, or differentiated by the two campuses, among designated equity groups, among employee unions and groups, and within workplace units (if a large enough sample of employees (10 or more) within a unit responded to the survey).

The purpose of the WES is to measure faculty⁶⁵ and staff⁶⁶ engagement, which affects initiative and discretionary effort in the workplace, ability to do their best work, and contributions to the overall success of UBC. The Employment Systems Review examines engagement drivers which are influenced by, or influence, employment systems. For staff and faculty, these engagement drivers are Professional Growth, UBC’s Senior Leadership, and Inclusion & Respect. The ordering of these is slightly different for each group.

For UBC faculty, the regression analysis done for factors that increase overall engagement provides the following:

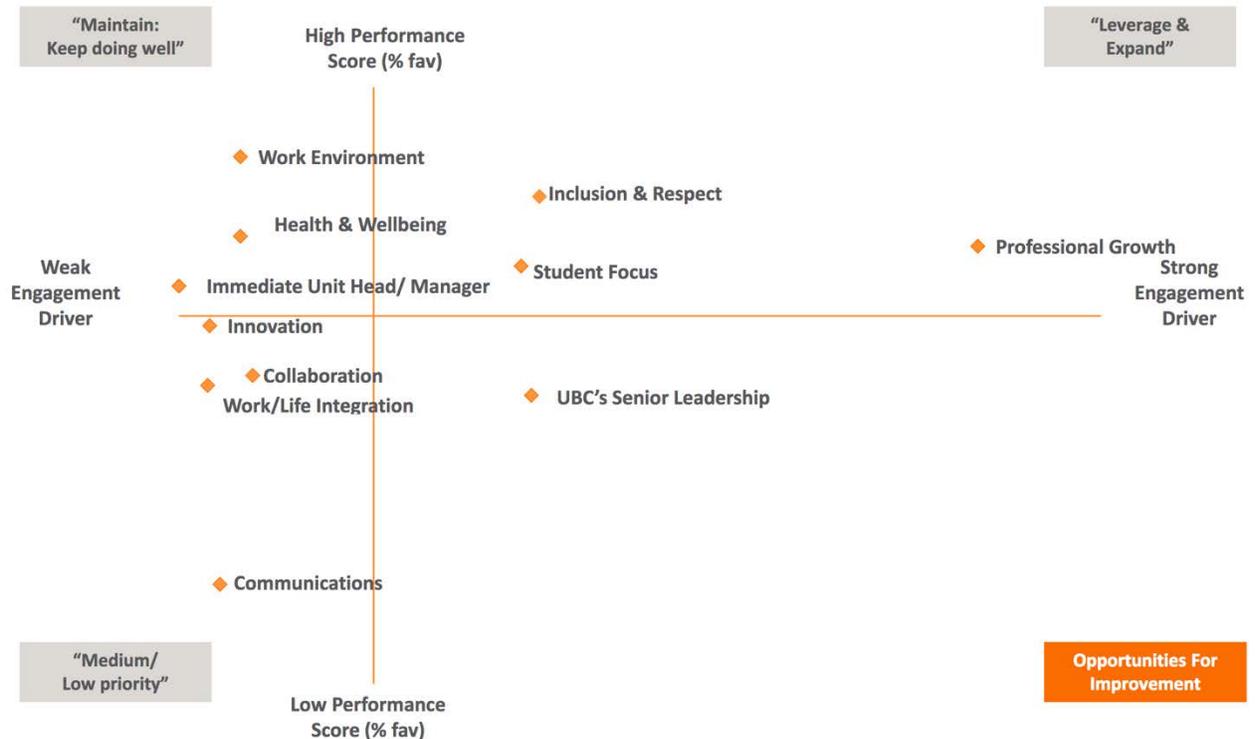


⁶⁵Talent Map, February 2018, *UBC Overall Results, 2017 WES Survey*, Slide 24, <http://focusonpeople.sites.olt.ubc.ca/files/2018/02/UBC-WES-2017-Overall-Results.pdf>

⁶⁶ Talent Map, February 2018, *UBC Overall Results, 2017 WES Survey*, Slide 33, <http://focusonpeople.sites.olt.ubc.ca/files/2018/02/UBC-WES-2017-Overall-Results.pdf>

The factors that most influence faculty engagement in the workplace, in order of importance, are Professional Growth, UBC’s Senior Leadership, Student Focus, and Inclusion & Respect.

For staff members, the regression analysis for drivers of engagement revealed the following:



The top influences for staff members’ workplace engagement are Professional Growth, Inclusion & Respect, UBC’s Senior Leadership, and Student Focus.

Feedback on the WES results can be provided to each unit, if there were at least 10 participants from that unit to provide anonymity. Depending on participation rates, unit level WES data disaggregated by designated equity groups may be more difficult obtain.

Pulse Surveys can be conducted more frequently in particular units wishing to examine current climate as a result of changes from the WES.

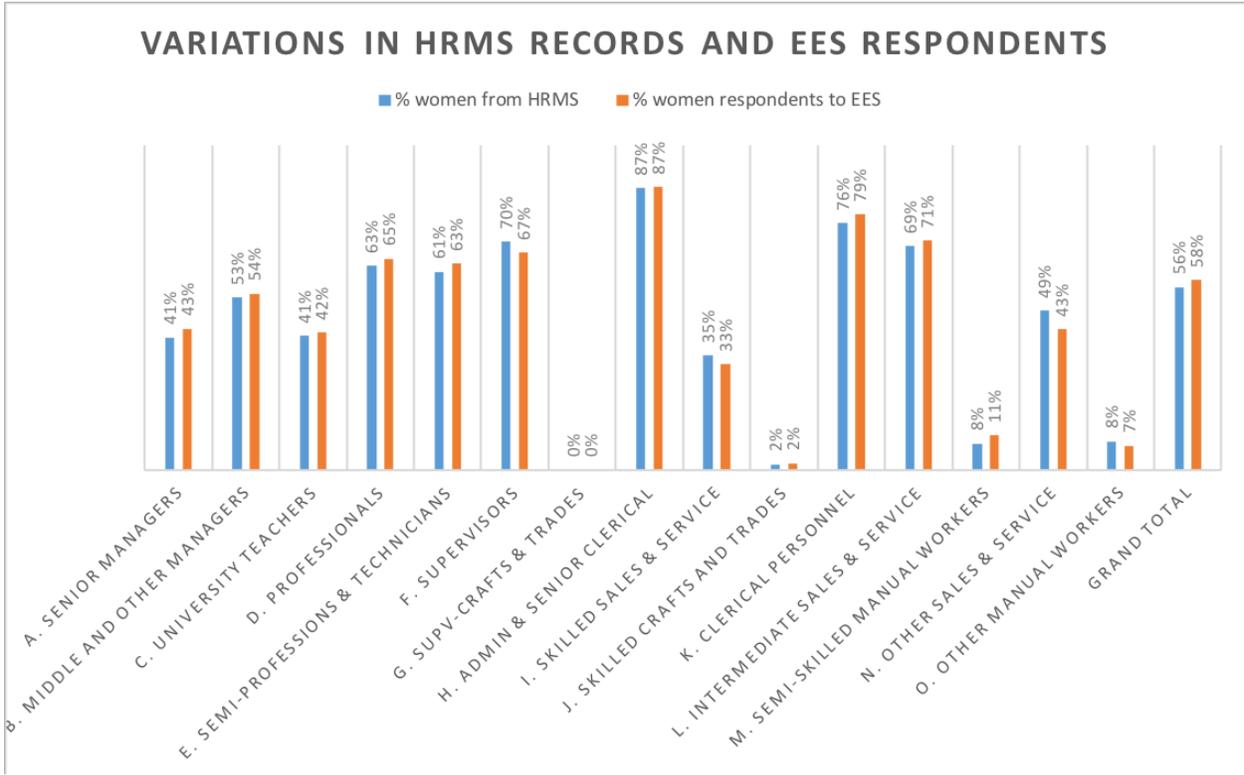
As with the employment equity survey, self-selection bias and small sample sizes mean that statistical significance tests are not possible, and this presents an issue in interpreting the results. The data presented is descriptive only. However, that does not mean there is no useful information in the data, or that “perfect” data is required to make changes that can be evaluated for their effect in moving in a desired direction.

UBC is also currently implementing an Integrated Renewal Program to update its human resources management and payroll systems. This provides an opportunity to examine what equity data is most useful for decision-making at different levels in the institutions, and includes

reviews of unit-level equity data for applicant pools, hiring, professional development, promotions, tenure, retention and awards, and exits.

Self-Selection Bias

As noted above, self-selection bias is a concern with both surveys. Self-identification of women and men in the employment equity survey can be compared to the HRMS to see if the bias in the responses is statistically significant. That comparison reveals that it is likely we can rely on the data; however, it should be noted that the HRMS only provides M/F data⁶⁷.



For other FCP designated equity groups, the only objective external measure provided for comparative purposes is the 2011 Canadian Available Workforce data provided based on the 2011 Canadian Household Census. For UBC’s fifth designated equity group, people who identify with minority sexual orientations and/or gender identities, there is no comparable data source. Where possible in the Employment Systems Review, data was also compared to peer Canadian research universities.

It is important to recognize that there are many reasons why someone would choose either to respond or ignore an equity survey. Requiring self-identification is not an institutional option. It is also important to recognize that the perspective for the analysis of data in this report is to

⁶⁷ UBC is in the process of updating its Human Resources Management System to provide the option for more choices than male/female in the personnel records of employees.

discover patterns of inequity for members of designated equity groups. These patterns are revealed by the quantitative data from the EES and the WES.

Validity and Reliability of the Data

Self-selection bias and small sample sizes raise questions about the representativeness of the data that is obtained through either survey, and whether decisions should be made based on it. Yet, the trends evident in the EES data and the WES data were also confirmed through the consultations.

There is also extensive research based on valid and reliable measures that demonstrates that inequities exist in our society.

Inequities may occur for a variety of reasons, but this review focuses on those that may be possible to eliminate or mitigate through changes in employment systems. While the UBC evidence will be imperfect as a result of self-selection bias, larger societal patterns provide a level of confidence that it can be used to support decision-making. In the Canadian context, the principle of substantive equality means that initiatives to mitigate systemic inequities are recognized as fair.