



<b>SUBJECT</b>	<b>UBC-Vancouver Tenure Track Faculty Survey on The Effects of COVID-19: Tenure Track Faculty Race Analysis</b>
<b>SUBMITTED TO</b>	Learning and Research Committee
<b>MEETING DATE</b>	April 8, 2021
<b>SESSION CLASSIFICATION</b>	OPEN
<b>REQUEST</b>	For information only - No action requested
<b>LEAD EXECUTIVE</b>	Andrew Szeri, Provost and Vice-President Academic, UBCV
<b>SUPPORTED BY</b>	Moura Quayle, Vice-Provost and Associate Vice-President Academic Affairs Ismaël Traoré, Strategist, Institutional Initiatives, EIO Minelle Mahtani, Senior Advisor to the Provost on Racialized Faculty Naznin Virji-Babul, Senior Advisor to the Provost on Women and Gender-Diverse Faculty

## EXECUTIVE SUMMARY

The **UBC-Vancouver Tenure Track Faculty Survey on the Effects of COVID-19** was initiated in response to requests made by diverse faculty and administrators seeking data to assist UBC learn about faculty members' experiences, as UBC develops improved supports to help enable their work. The launch of the survey coincided with the COVID-19 pandemic, and therefore focuses on how the pandemic and the curtailment have affected the ability of faculty members to do their job effectively. The findings will be used to identify the needs of faculty and priorities to support them. By paying close attention to the disparities among systemically disadvantaged groups, it will also inform and/or complement the operationalization of the Indigenous Strategic Plan, the Inclusion Action Plan, and the forthcoming anti-racism recommendations from the Task Force on Anti-Racism and Inclusive Excellence.

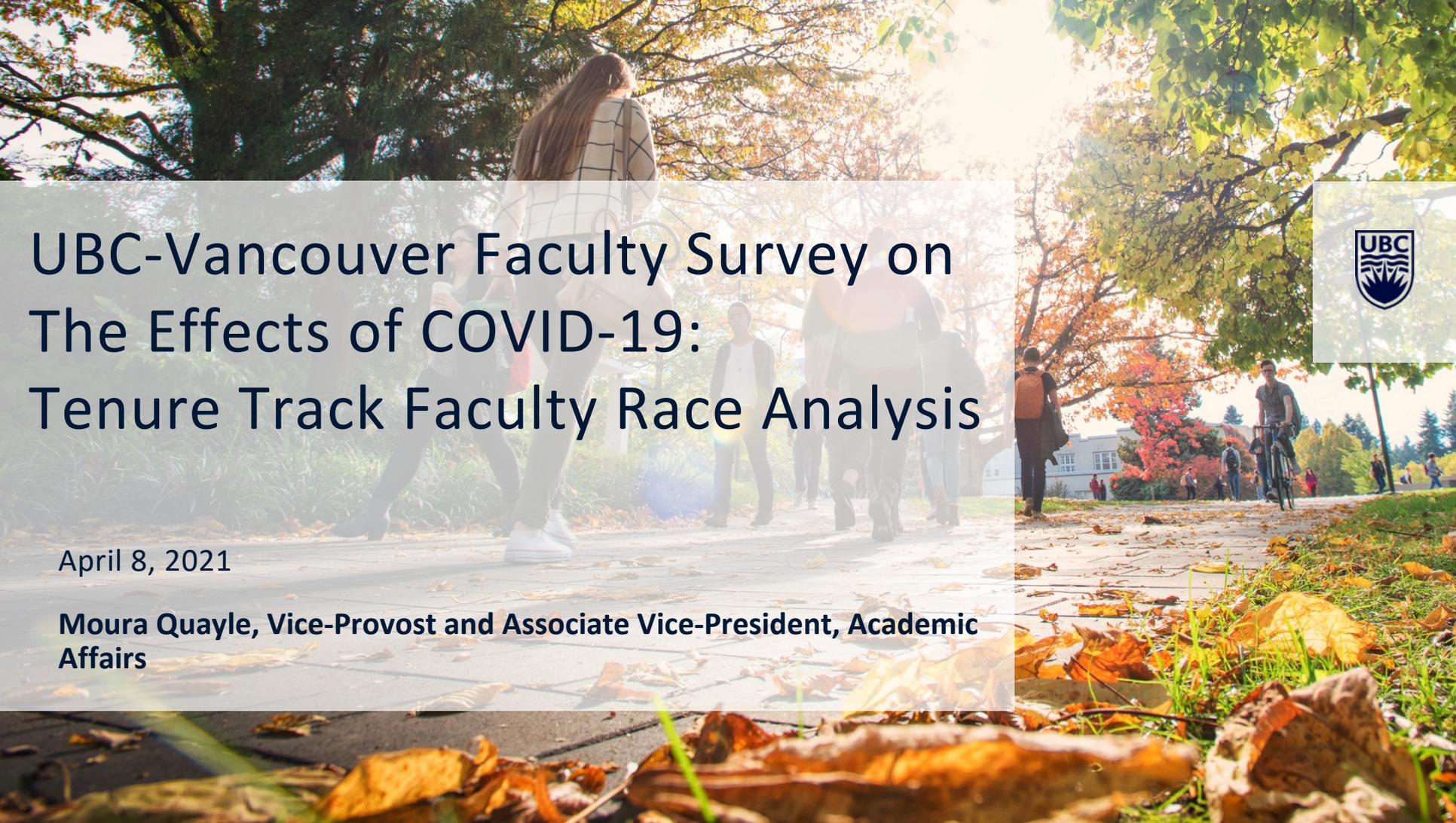
UBC-Vancouver tenure track faculty (2,323) were surveyed between June 19 and July 10, 2020. 1,049 (45%) completed the survey. This is an excellent response rate. The survey asked about the effects of COVID-19 on faculty's: overall ability to work, teaching, research, service, and, caregiving. The survey also captured equity data, including work climate and experiences of discrimination. Respondents came from all 11 faculties; 44% identify as women, 49% as men, and 1% as non-binary; 21% are racialized, and 64% identified as white; 6% identify as LGBTQ+ and 84% do not; and 7% mention having a physical or mental health impairment. Respondents included assistant professors (22%), associate professors (31%), full professors (47%) and academic administrators (20%).

This report follows the preliminary findings and gender-focused findings reports presented to the Board of Governors in September and November 2020, respectively. It provides a portion of the race *and* gender intersectional analysis of the UBC-V COVID-19 tenure track faculty data. The sample size consists of 862 respondents who provided both their race *and* gender identities: 10% are BIPOC women, 14% are BIPOC men, 37% are White women, and 39% are White men.

The findings are both from quantitative and qualitative sources in the survey. All the quantitative findings presented in this report are statistically significant ( $\alpha < 0.05$ ). The quantitative findings show considerable racial and gender disparities in who is subjected to racist insults and socially excluded, and the degree of the negative impact that racism and harassment have on faculty's work performance. The qualitative findings describe a racialized climate at UBC that differentially impacts the work lives of faculty respondents from all racial backgrounds. Respondents raise concerns about interpersonal and systemic forms of racism, including hostile

communication, downplaying racism, excluded from decision-making, lack of racial diversity, lack of career progression opportunity, and adverse impact on work. While the costs of racism are widespread, racialized people are the chief target of interpersonal racism and the sole target of systemic racism, and thus disproportionately impacted.

A full report consisting of all statistically significant findings will be made available beginning May 2021.



# UBC-Vancouver Faculty Survey on The Effects of COVID-19: Tenure Track Faculty Race Analysis

April 8, 2021

**Moura Quayle, Vice-Provost and Associate Vice-President, Academic  
Affairs**



# COVID-19 Faculty Survey Task Force



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## Survey Overview



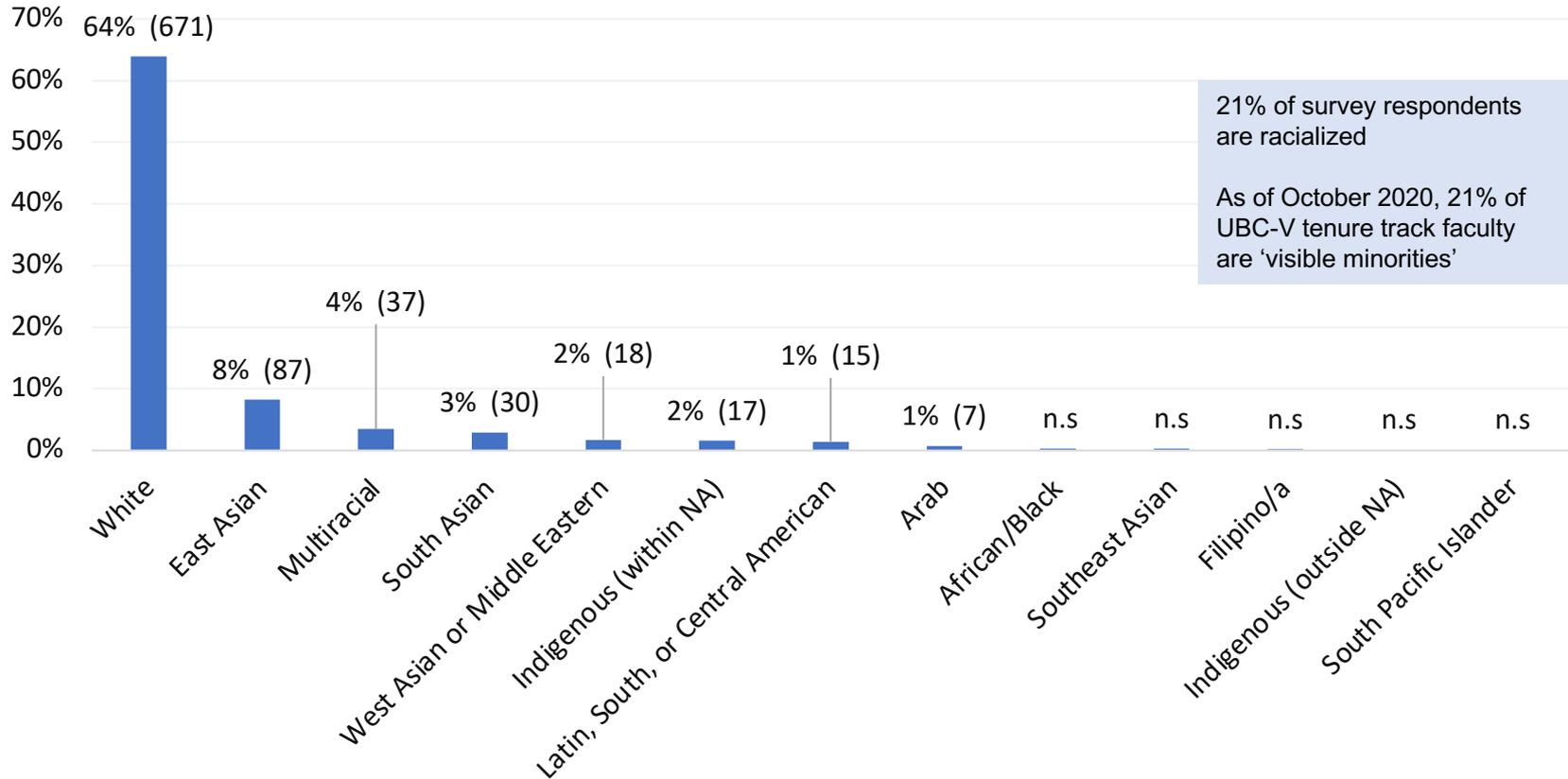
- The survey measured the effects of COVID-19 on UBC-V tenure track faculty's overall ability to carry out their work, teach, research, provide service, and do caregiving work. It also assessed work climate, and racism, discrimination, and harassment.
- The Tenure Track survey was conducted between June 19, 2020 – July 10, 2020
- The Non-Tenure Track survey took place July 06 – July 24
- 1,049 survey respondents or 45% of UBC-V 2020 tenure track population (n=2,323)
- 862 survey respondents provided gender *and* ancestry identifying information
- All 11 UBC-V faculties represented
- This presentation provides a snippet of racial and gender disparities identified in the Tenure Track faculty data, describing how racism materializes in faculty's lives and impacts their work. Presented quantitative findings are *statistically significant* ( $\alpha < 0.05$ )
- Sample size for the quantitative analysis = 862 respondents

## Some Caveats

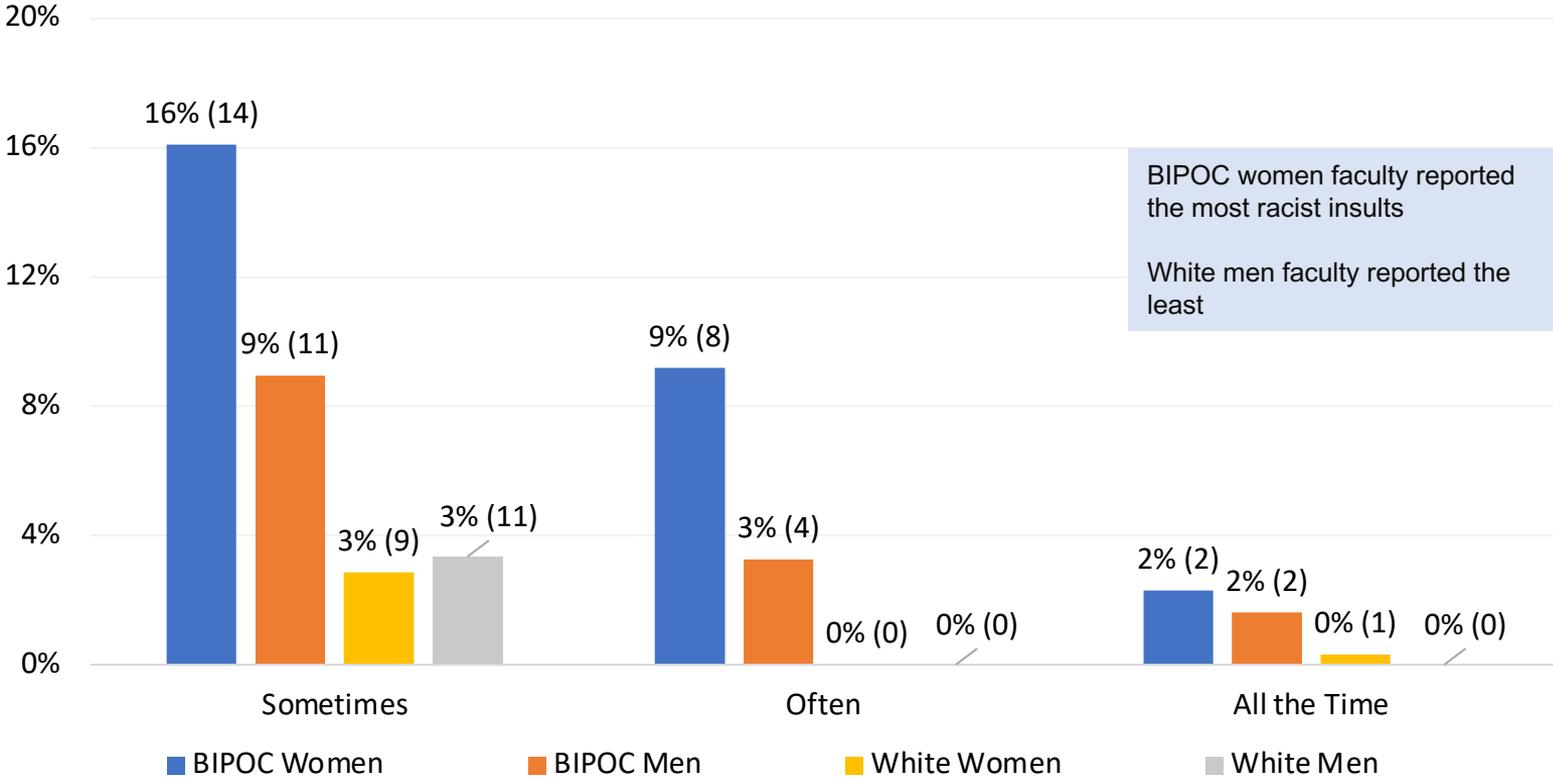


- Potential non-response bias: survey respondents may be different from non-respondents
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- Respondents were clustered into four groups for stronger statistical analysis: BIPOC Women (n=87), BIPOC Men (n=123), White Women (n=320), White Men (n=332)
- Experiences of certain racial groups may therefore not be fully reflected here
- Findings are a snapshot in time that may reflect long-standing racial issues, and is overlaid with the effects of pandemic curtailment-induced procedures
- Comments are anonymized to protect identities, and full analysis of findings will be provided in an upcoming report

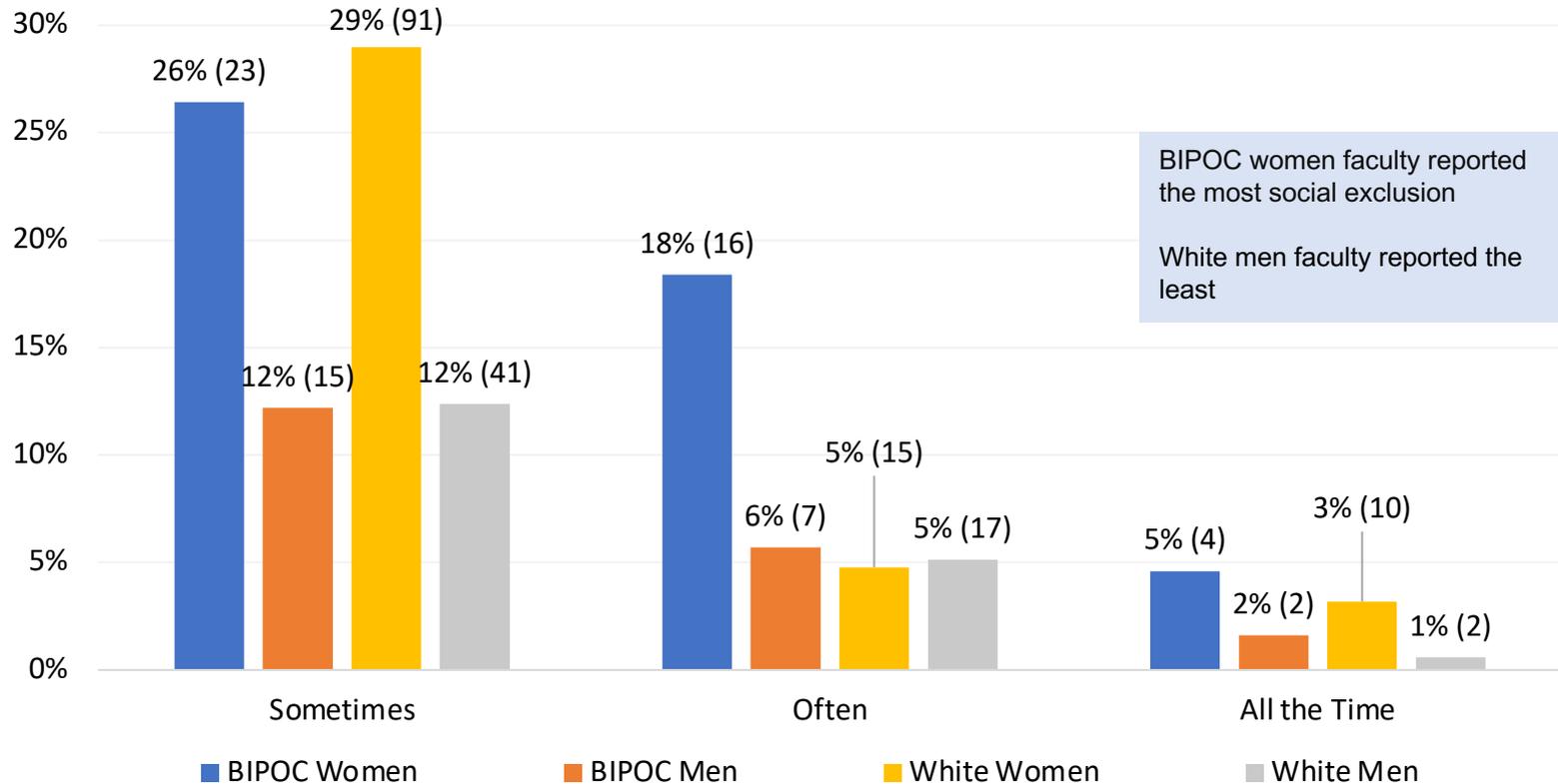
# Racial Demography of Participants



# Experiences of Racist Insults at UBC in the Past Two Years



# Experiences of Social Exclusion from Social Interactions with UBC Colleagues in the Past Two Years



## Downplaying Racism

“White colleagues that I have interacted with tend to downplay racism in Canada, have inadvertently [displayed] microaggressions and [made] comments that are offensive. This was a problem that existed long before the pandemic.... [Their] comments make racial minorities (like myself) feel as if we don't belong, are not valued, or that our differences should not be openly discussed.” *(Biracial Woman Faculty)*

## Hostile Communication

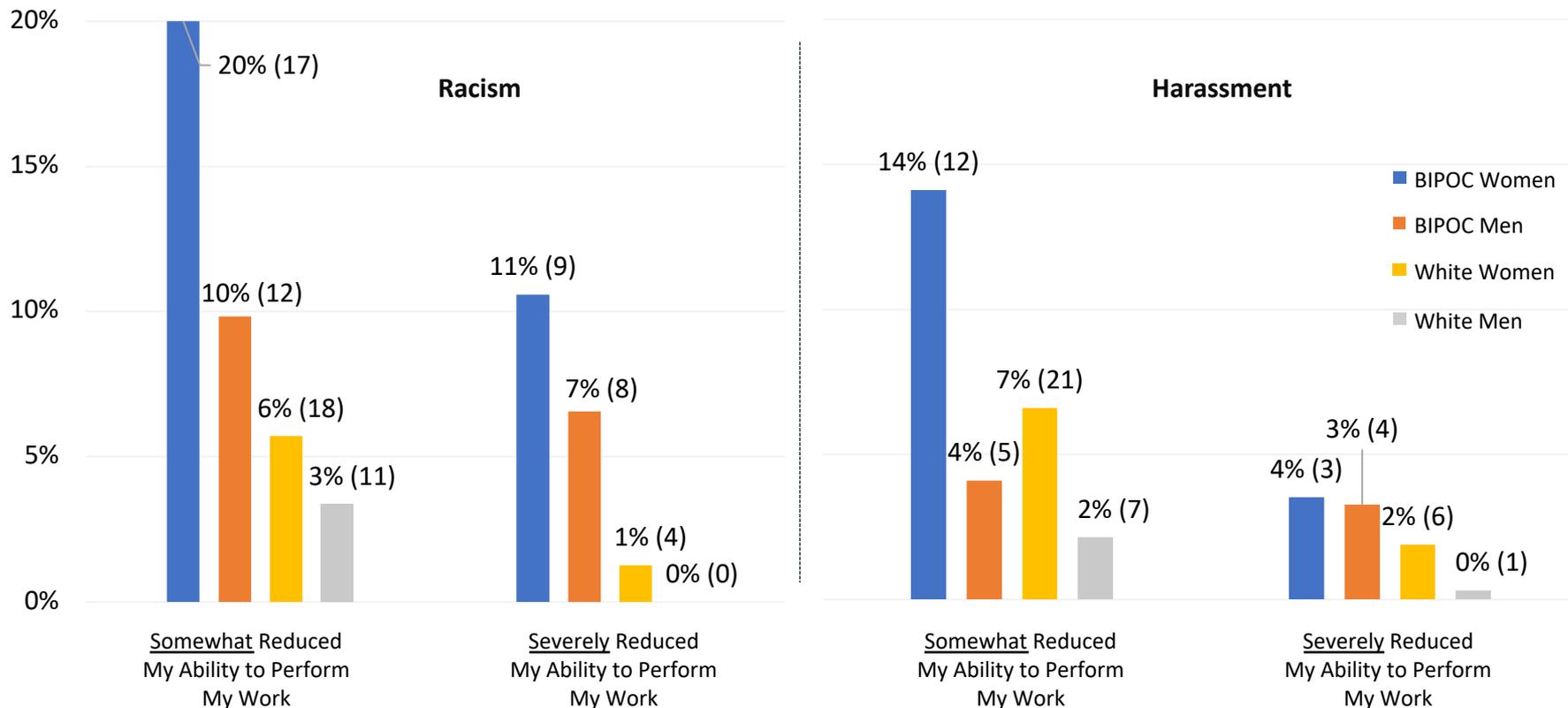
“I get spoken to in a rude and condescending manner frequently by other faculty to whom you report or are senior to you, even when you hold a leadership role. You notice that other Caucasian faculty are treated with much more respect.”  
*(South Asian Woman Faculty)*

## Dismissed and Excluded from Decision-Making

“I tried to participate in my department's committee to create a statement of solidarity for the Black Lives Matter protests, [but] felt silenced and dismissed by my department Head.... I was trying to speak up for the necessity of anti-racist work within and by the department, and this was explicitly removed.”  
*(White Woman Faculty)*

“[I have] been excluded from any discussion/ committee for generating procedure and policy directly related to and affecting the work of myself and my work group... Decisions on individual policy and rules are communicated unidirectional without an open channel to comment back.”  
*(East Asian Man Faculty)*

# Negative Impact of Racism and Harassment on Work Performance of Faculty



## Workload Increase

“[R]acism locally, nationally and internationally [has] had a strong effect on my mental health and anxiety, especially about the safety of myself and my family. It has also led to me taking on a huge load of [anti-racism] work on top of my regular workload; only a very small portion of which is likely to be considered legitimate ‘service’ work.”  
*(Black Man Faculty)*

## Unrecognized Anti-Racism Service

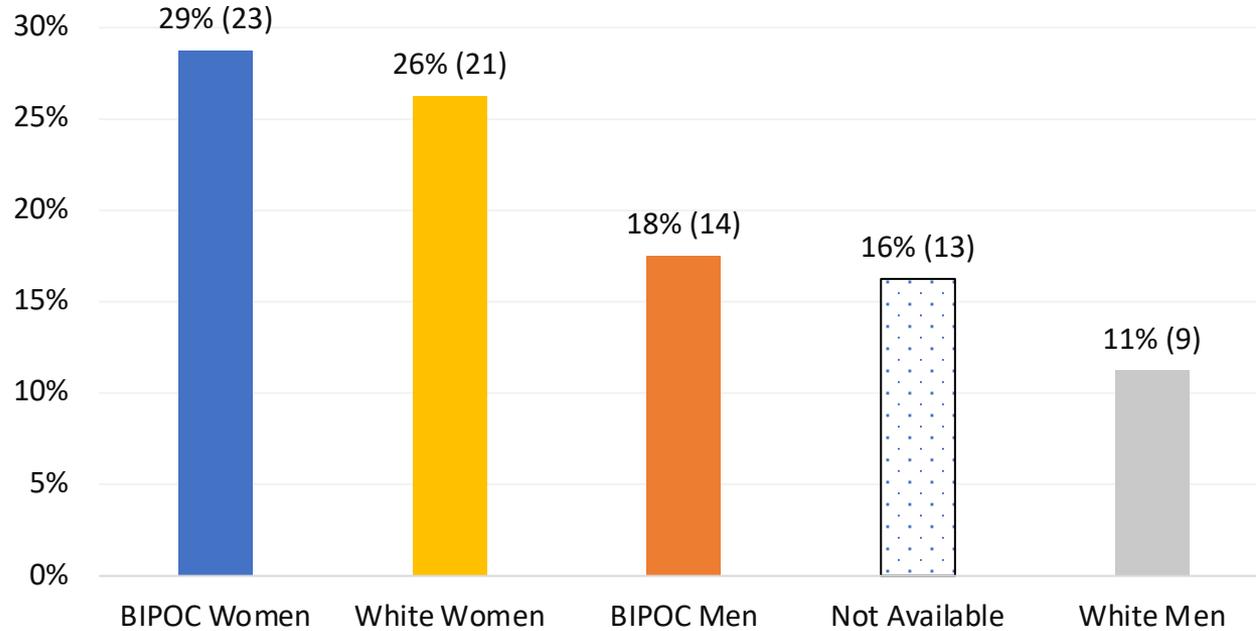


“Supporting those who have directly experienced incidents. Supporting those who have been impacted by the fear and stress; supporting increase in media interest through interviews, publicly workshops, private consultations with political and institutional leaders ill equipped to respond appropriately.” *(East Asian Man Faculty)*

## Also Impacts Non-Targets of Racism

“I haven't been the target of racism or discrimination, but hearing about others' experiences impacts work productivity. If you aren't mad, you aren't paying attention.”  
*(White Woman Faculty)*

# Racial Demography of Qualitative Data Respondents



N = 80 respondents

## Lack of Racial Diversity

“Lack of diversity on hiring committees and lack of diversity among shortlisted candidates; particularly for a position in African and Caribbean Studies, where no candidates of African or Caribbean descent were shortlisted.” (*White Woman Faculty*)

“The blow-up of the awareness of the lack of diversity in my field has resulted in an increased burden on BIPOC [faculty].” (*East Asian Woman Faculty*)

## Preferential Treatment

“Get overlooked to teach courses you request because of interest/expertise, instead they are given to other Caucasian faculty whose request came later, and to faculty who come from a different home department.

This keeps happening over and over again... This behavior is not unique to gender, I have experienced this from female faculty in decision making positions.” (*South Asian Woman Faculty*)

## Lack of Career Progression Opportunity



“Exclusion of minority faculty from departmental governance; white privilege promoted by the department head.” (*N/A Man Faculty*)

“Most, if not all, of the racial faculty and staff are on the working side and in lower rankings, rather than leadership positions.”  
(*East Asian Man Faculty*)

## Awkward Engagement

“Reluctant, inadequate, and awkward engagement with Musqueam plagues many conversations at UBC. When we prioritize reducing risk, cost, and uncertainty it’s difficult to imagine genuine engagement with a community that has limited capacity to engage.” (*Arab Man Faculty*)

## Silencing

“My Head repeatedly silenced me this year when I brought up important issues related to equity and inclusion... When I brought up [the lack of diversity], I was told by my Head that it was a side-issue. He then turned off my microphone during an online Zoom meeting. It is not acceptable to silence faculty who are raising important issues regarding equity and diversity.” *(White Woman Faculty)*

## Adverse Impact on Work (Environment)

“A considerable number of faculty members... are being punished for speaking up against discriminatory behaviour. Some of the white faculty members are being punished as well, but the reactions have been disproportionately borne on racialized and Indigenous faculty, and selective treatment on who is ‘forgiven’. This harassment and discrimination has resulted in countless hours lost in productive work.” *(N/A)*

## Retaliation

“Issues of disproportionate impact on racialized scholars have divided my faculty, with a number of key administrator leaders in the faculty responding in angry, defensive, and harmful way.... A number of junior faculty have been targeted with punishing emails for raising issues around race and identity.”  
*(White Woman Faculty)*



“[M]any white people in Canada, including ones I know, have revealed themselves to [support] white nationalism; including the [past] Chair of the Board at UBC.”  
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# Anti-Racism and Equity Recommendations



- Human Rights**
  1. Hire human rights advisors for each campus with expertise on complaints on the grounds of race, ancestry, colour, and place of origins
  2. Create Human Rights Office that, like the Ombuds Office, is independent and reports to the President
- Equity Audits**
  3. Hire racial equity auditors to conduct independent systemic inquiries of departments and divisions and provide recommendations for the department's considerations
  4. Perform complaint-driven audits of hiring, nomination, and promotion processes for senior leadership
- Accountability**
  5. Create an online platform enabling staff and faculty to document discrimination and bullying, and that gives them the option to connect with campus services
  6. Add EDI service as a criterion in employees' performance evaluation
- Diversity**
  7. Create bridge-to-PhD programs and bridge-to-faculty programs for IBPOC candidates
  8. Increase IBPOC faculty representation by supporting the proposed Indigenous and Black faculty hiring program
- EDI Data**
  9. Create an oversight body to oversee the coordination, collection, analysis, interpretation, and reporting of disaggregated intersectional EDI data, and provide staff and faculty training on EDI analytics
- Racial Literacy**
  10. Offer regular seminars on racism and anti-racism for faculty and staff

## Recent Activities and Next Steps

### Recent Activities:

- Held a Virtual Roundtable on March 3, 2021 with EDI experts from eight Canadian Universities to discuss the experience of faculty with COVID-19 curtailment, their needs, and solutions to support their work lives
- Dr. Ismaël Traoré is the new Director, Faculty Equity in the Provost's Office

### Next Steps:

- Focus group interviews to get feedback on action priorities and recommendations
- Completion of full report with recommendations: Impact of COVID-19 on Faculty Members
- Action planning and implementation



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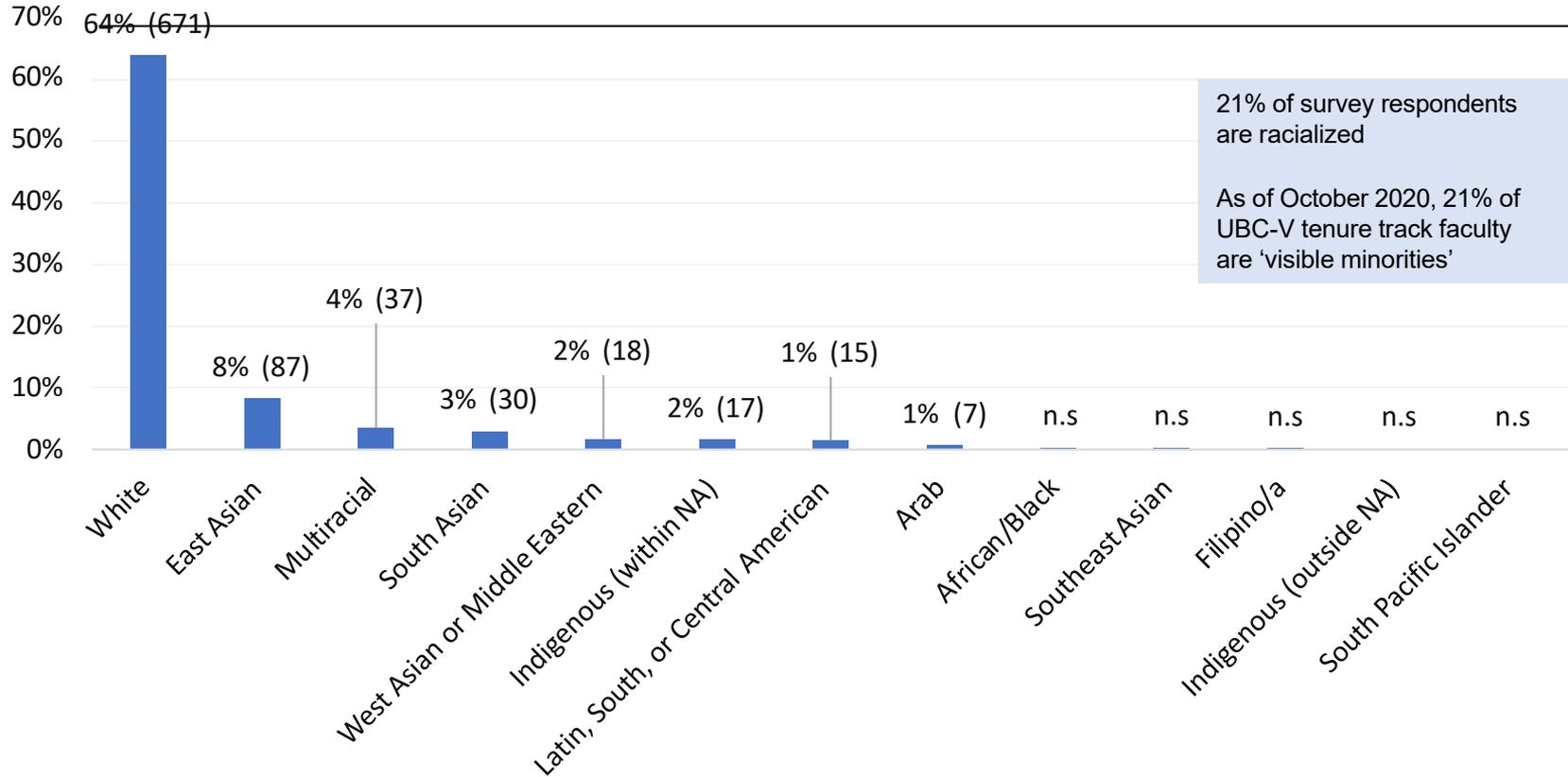
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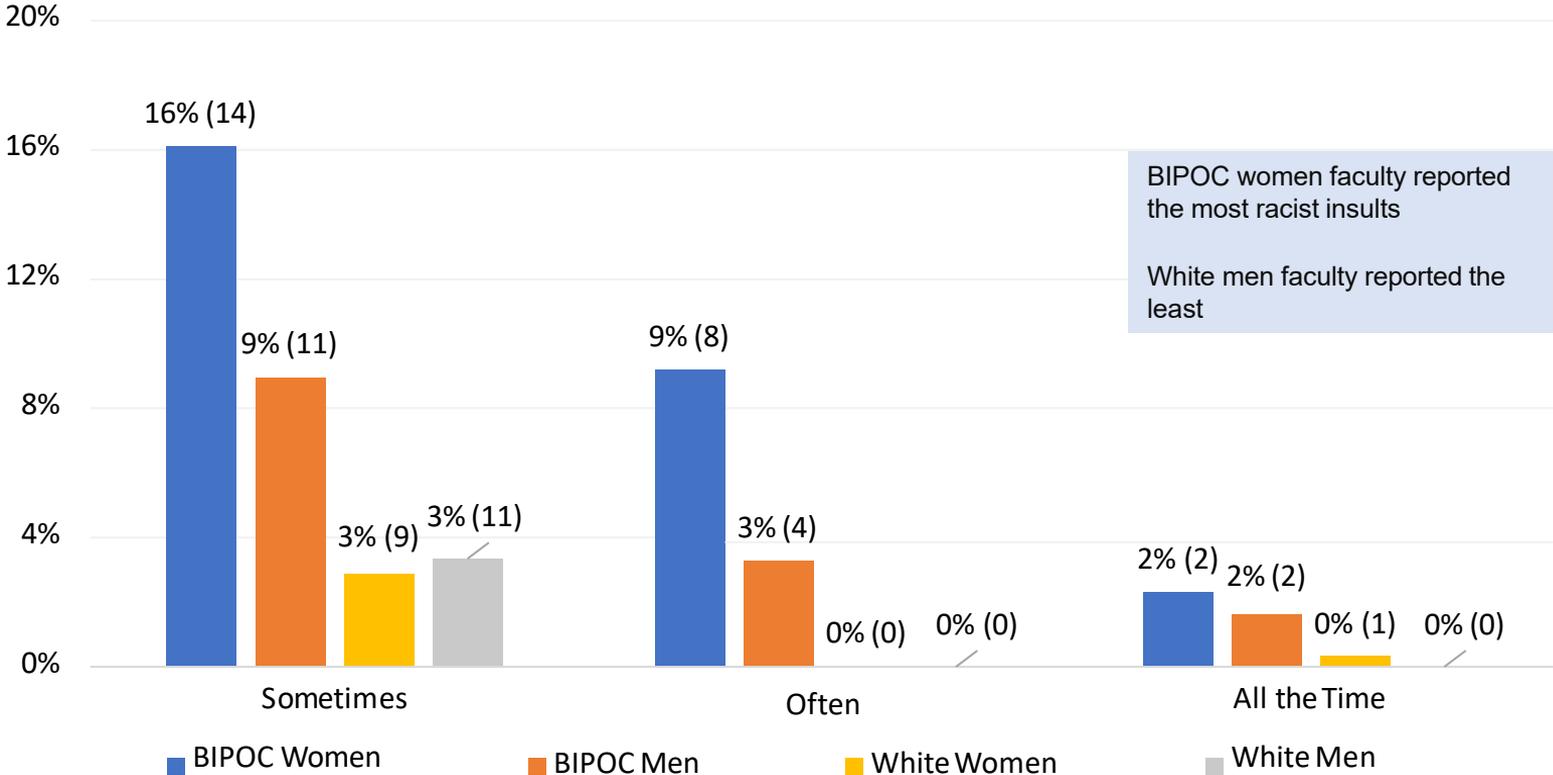


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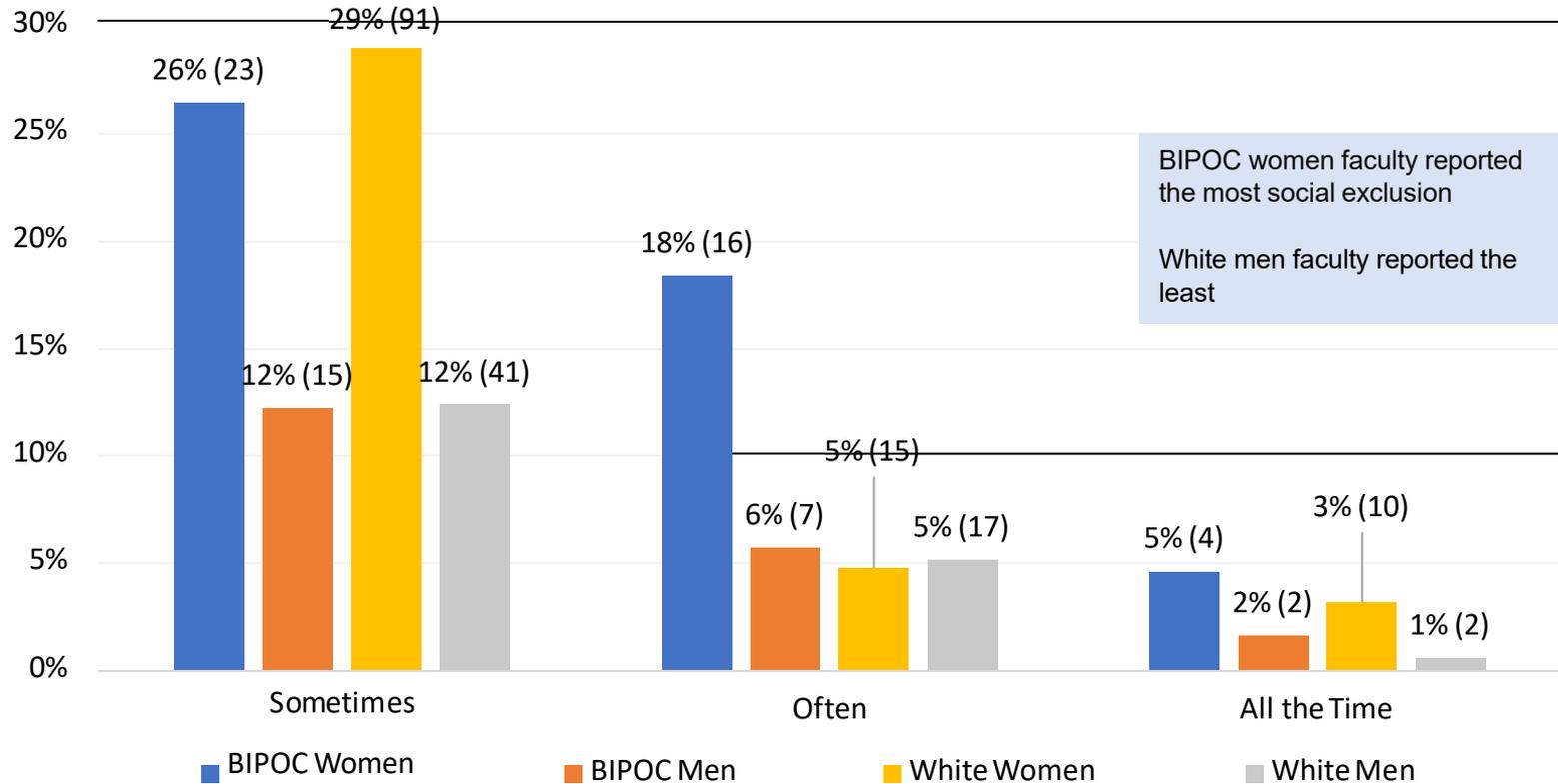
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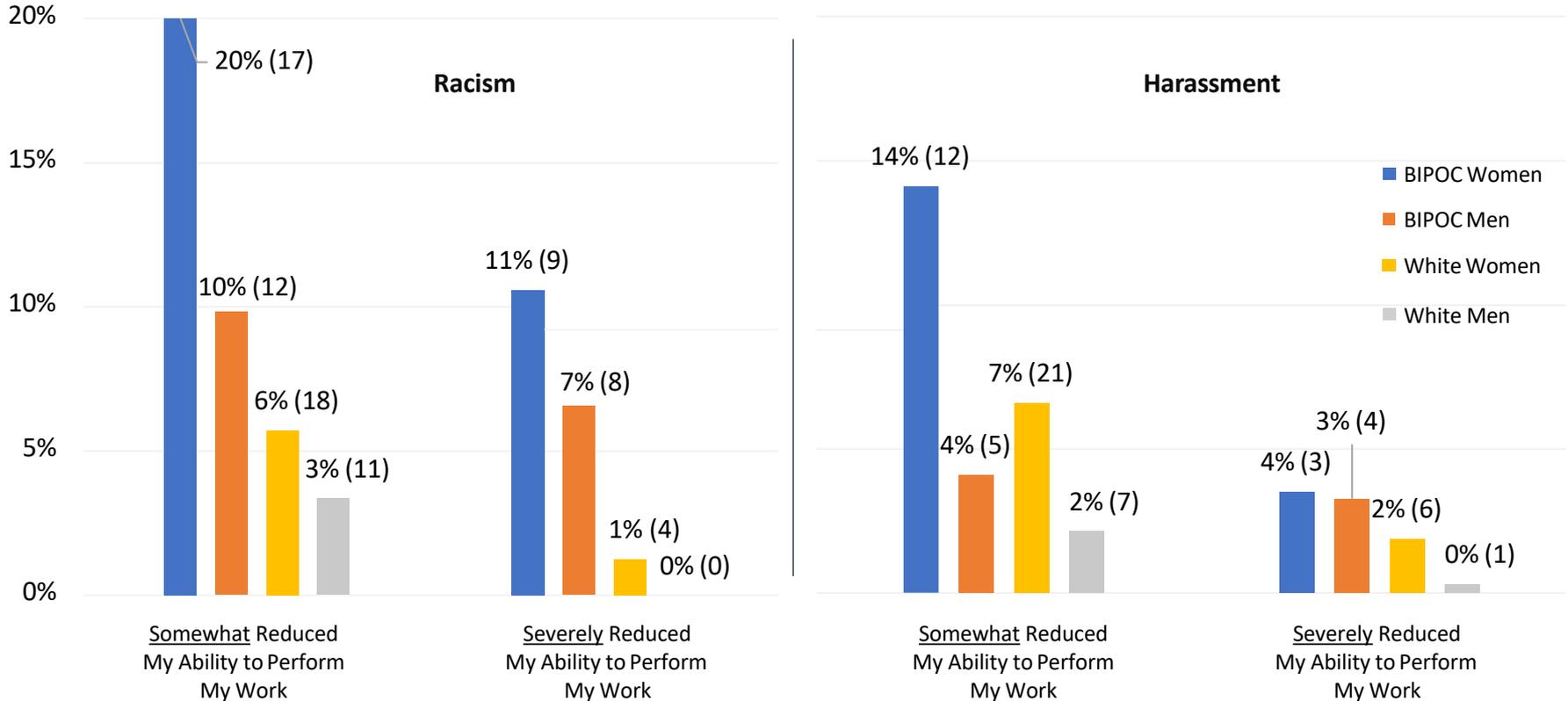
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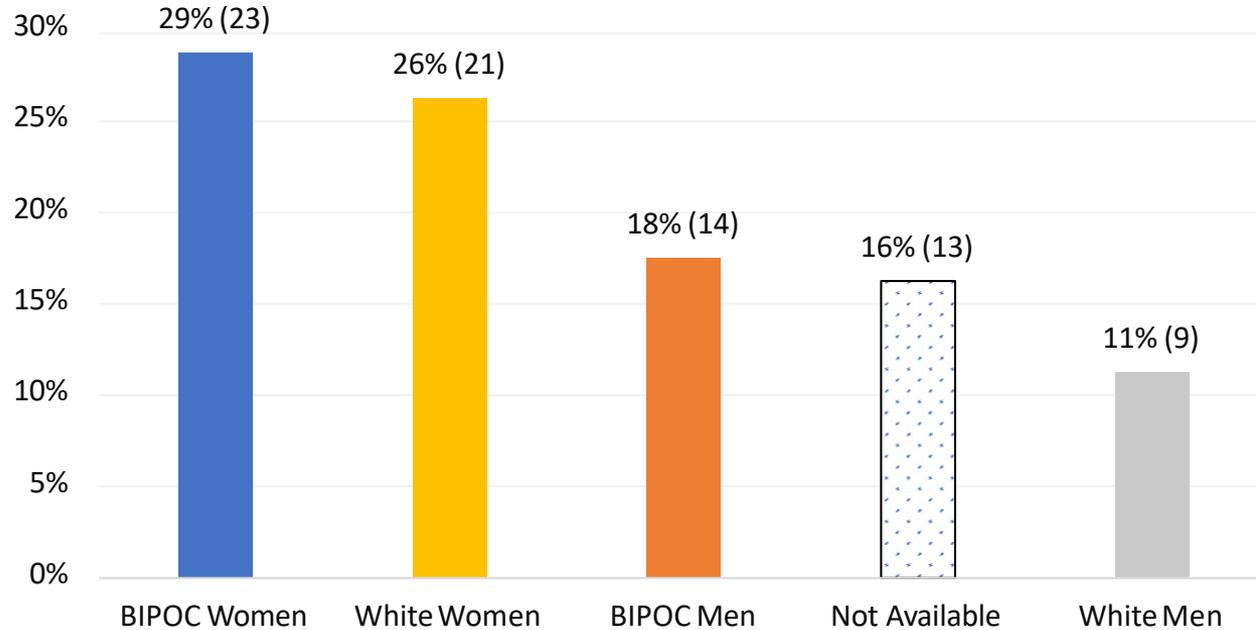


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- |                        |   |
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| <b>Accountability</b>  | <ol style="list-style-type: none"><li>5. Create an online platform enabling staff and faculty to document discrimination and bullying, and that gives them the option to connect with campus services</li><li>6. Add EDI service as a criterion in employees' performance evaluation</li></ol>  |
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