



SUBJECT	Focus on People 2025 Update
SUBMITTED TO	People, Community & International Committee
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REQUEST	For information only - No action requested
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PRIOR SUBMISSIONS

The subject matter of this submission has been considered previously by the People, Community & International Committee on the following occasion: [September 9, 2020](#) (OPEN SESSION)

EXECUTIVE SUMMARY

To provide an update on UBC’s Focus on People 2025 implementation, and share highlights from the Focus on People 2020 Metrics Report.

About Focus on People 2025

In April 2019, the Board of Governors approved [Focus on People 2025](#), UBC’s future-focused strategic human resource framework that outlines the general direction, strategies and measures of success that are aligned with the university’s strategic plan, [Shaping UBC’s Next Century](#). The framework specifically supports the aspirations under the People & Places core area of the strategic plan. The goal is to connect the university’s goals and aspirations with the practices and workplace experiences of faculty and staff.

The framework is designed to speak to how our university intends to lead as a first-choice place for faculty and staff to meet their full career potential, whether that work involves ground-breaking research, innovative teaching, creating rewarding student experiences, or ensuring the university is operating optimally to attract, retain and develop talented faculty, staff and students. To enable us to harness these opportunities by 2025, the Focus on People framework identifies four “catalyst” areas:

Catalyst 1 – I am part of a diverse, inclusive, safe and vibrant workplace

Catalyst 2 – I can grow my career

Catalyst 3 – I am shaping the future of research, teaching, and work

Catalyst 4 – I am inspired by diverse leaders who live UBC’s values

Year 2 Implementation

Over the past year, UBC has made progress on over 80% of the actions identified in year 2 on the Focus on People 2025 Implementation Roadmap. Much focus and effort across UBC went into considering the future of work and advancing the goal of making UBC’s workplace more welcoming and inclusive for all, including Indigenous Peoples and other historically underrepresented groups. The [Focus on People 2025](#) website continues to shine a spotlight on UBC’s progress against all 4 catalyst areas, and **Appendix 1– Focus on People 2025 Implementation Roadmap Years 1 – 3**, highlights accomplishments from the second year of implementation (September 2020–August 2021).

Focus on People 2025 Metrics

When the Board of Governors approved the Focus on People Framework, top line metrics were identified (**Appendix 2**). While the university is making progress against some of those metrics, others require ongoing attention and action. Specific attention continues to be required in our efforts to create a more respectful, inclusive and diverse work environment.

HR produces a Focus on People Metrics report every two years, containing more detailed information about our workforce. This year's report also highlights some of the impacts of the COVID-19 pandemic on our workforce. Some of the more notable metrics show:

- **Faculty and staff** adjusted well to working remotely (81% Vancouver and 85% Okanagan)
- **Staff** voluntary turnover decreased from 8.9% in 2019 to 6.2% in 2020.
- **Student Employment** decreased by 7% (695) from 2019
- **Women** represent 56.5% of the workforce at UBC, higher than the provincial benchmark of 48.4%
- **Racialized Groups** represent 34.7% of the workforce at UBC, higher than the provincial benchmark of 28.2%
- **Indigenous Peoples** Overall, the number of faculty and staff who identify as Indigenous Peoples increased by 0.1% to 2.8% in 2020, which is lower than the provincial benchmark of 5.2%

The complete Focus on People Metrics Report 2020 is attached in the Supplemental Materials.

Year 3 Implementation

Looking forward, the Year 3 activities in the Focus on People 2025 Implementation Plan (**Appendix 1**) have been reviewed and amended to ensure that the university is being responsive and adaptable in its workplace practices. These activities were cross-referenced against the Indigenous Strategic Plan, the Inclusion Action Plan, the Wellbeing Strategic Framework and UBC's commitments to anti-racism.

Finally, in 2021, UBC was once again named one of BC's Top Employers, Canada's Greenest Employers, Canada's Top Employers for Young People, as well as one of Canada's Best Diversity Employers. All of this recognition plays a role in building the internal and external perception of UBC being an employer of choice.

APPENDICES

1. Focus on People 2025 Implementation Roadmap Years 1 - 3
2. Focus on People 2025: Top-Line Metrics

SUPPLEMENTAL MATERIALS (optional reading for Governors)

1. Focus on People Metrics Report 2020

Focus on People 2025

IMPLEMENTATION ROADMAP: YEAR 1

Focus on People 2025 positions UBC for the future by identifying four catalyst areas to make the university an inspiring place to work. This implementation roadmap outlines priority areas of focus and tangible activities for each catalyst in year one.

[FOCUSONPEOPLE.UBC.CA](https://focusonpeople.ubc.ca)

CATALYST	FOCUS AREAS	YEAR 1 ACTIVITIES (SEPT. 2019 - AUG. 2020)
1 I am part of a diverse, inclusive, safe and vibrant workplace	WELLBEING RECRUITING INCLUSION + WORKPLACE ENGAGEMENT	<ul style="list-style-type: none"> ✓ Activated the Wellbeing Strategic Framework by developing a Wellbeing Web Toolkit ✓ Created a phased plan for wellbeing education and mental health literacy by prioritizing online learning modalities to reach broader audiences ✓ Faculties are completing strategy development for hiring as part of the President's Academic Excellence Initiative (PAEI) ✓ Inclusion Action Plan approved ✓ Held dialogue on Indigenous Strategic Plan development at the President's Leadership Forum ✓ Expanded UBC Conflict Theatre offerings ✓ Conducted the Workplace Experiences Pulse Survey (WES Pulse) in November 2019 ✓ Continued expanding childcare spaces at UBC Vancouver
2 I can grow my career	CAREER GROWTH ACADEMIC SUPPORT	<ul style="list-style-type: none"> ✓ Advanced workplace coaching skills to enable managers to coach their teams more effectively ✓ Introduced a common technology platform for exploring opportunities and enrolling in workplace learning (wpl.ubc.ca) ✓ Piloted a Teaching Development Program for new faculty ✓ Established the Academic Women Leaders Network in the Okanagan
3 I am shaping the future of research, teaching and work	CHANGE + TRANSITION WORKFORCE PLANNING	<ul style="list-style-type: none"> ✓ Continue to prepare for IRP/ISC launch in November 2020 ✓ Built change capacity by establishing a Change and Transition Community of Practice, creating learning opportunities, and partnering with units on local change initiatives ✓ Launched Workforce Planning services
4 I am inspired by diverse leaders who live UBC's values	LEADERSHIP DEVELOPMENT	<ul style="list-style-type: none"> ✓ Developed 55 academic leaders through the Academic Leadership Development Program (ALDP) ✓ Expanded the Managing@UBC cohort from 50 to 130 participants ✓ Hosted semi-annually the President's Leadership Forum with an average of 90 attendees ✓ Developed a proposal for a Senior Leadership Development Program

Focus on People 2025

IMPLEMENTATION ROADMAP: YEAR 2

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Focus on People 2025 positions UBC for the future by identifying four catalyst areas to make the university an inspiring place to work. This implementation roadmap outlines priority areas of focus and tangible activities for each catalyst in year two.

CATALYST	FOCUS AREAS	YEAR 2 ACTIVITIES (SEPT. 2020 - AUG. 2021)
<p>1 I am part of a diverse, inclusive, safe and vibrant workplace</p>	<p>INCLUSION + RESPECT</p> <p>SAFETY + WELLBEING</p> <p>ENGAGEMENT + CONNECTION</p>	<ul style="list-style-type: none"> ✓ Identify further activities to recruit and retain faculty and staff from systemically marginalized communities. — Embed equity, diversity and inclusion (EDI) competencies into job descriptions and performance conversations. (Continuing in Year 3.) ✓ Support mentorship, peer support, and affinity/resource groups that enhance inclusive spaces and initiatives. ✓ Embed EDI education in training, onboarding, and performance reviews and professional development. ✓ Initiate an Indigenous cultural competencies training at UBCO, and through the campus' commitments to the TRC Calls to Action. ✓ Advance Indigenous teaching and research through positive incentives and strategies that support faculty hires. ✓ Support the understanding and implementation of the Indigenous Strategic Plan. ✓ Develop and implement training on land acknowledgements, relationship and history with Musqueam, including for new staff and faculty. ✓ Continue to develop and initiate the implementation of the multi-year President's Academic Excellence Initiative that includes options for faculty renewal, shared research infrastructure and resourcing support, and enhanced graduate student support. ✓ Determine how to evolve the measurement of workplace engagement. ✓ Survey student employees on their workplace experiences through the UES. ✓ Establish an approach to integrating wellbeing actions in unit-level strategic plans. ✓ Implement initiatives that help faculty and staff to work safely in response to COVID-19. ✓ Implement first phase and pilot of the wellbeing education and mental health literacy plan. — Review the Respectful Environment Statement and determine other strategies to improve respect in the workplace. ✓ Facilitate and provide opportunities for dialogue around sensitive topics. Build conflict engagement skills and practices. ✓ Continue to improve housing choice and affordability for faculty and staff through programs including the on-campus restricted faculty staff rental housing program and the faculty home ownership loan programs.
<p>2 I can grow my career</p>	<p>CAREER RESILIENCY</p> <p>ACADEMIC SUPPORT</p>	<ul style="list-style-type: none"> ✓ Integrate Indigenous content into the New Faculty Teaching Development program. ✓ Continue to support faculty and staff to participate in Community of Practice opportunities. — Host leadership information sessions on career resilience within teams. (On hold.) — Provide information sessions to build understanding of the breadth of support for career retention, navigation and transition. (On hold.) — Offer Career Resilience Pulse Checks for teams that have participated in career resilience and career navigation sessions. (On hold.)
<p>3 I am shaping the future of research, teaching and work</p>	<p>BLENDED WORK ENVIRONMENTS</p> <p>CHANGE + TRANSITION</p>	<ul style="list-style-type: none"> ✓ Launch and stabilize Workday and the Integrated Service Centre (ISC) ✓ Leverage the IRP transition network, Learning Rovers, and ISC to support faculty and staff as they adjust to Workday ✓ Support faculty and staff to adapt to new ways of working, including implementing blended work arrangements ✓ Develop a Dimensions action plan that addresses barriers, obstacles and inequities within the research community for historically underserved, marginalized or excluded populations ✓ Develop educational and training resources to support the incorporation of equity, diversity, and inclusion principles into writing and reviewing research grants. ✓ Continue to invest in building faculty and staff's ability to respond to and navigate change ✓ Support faculty to teach in the online space through programs like the Online Teaching Program ✓ Continue offering Workforce Planning services
<p>4 I am inspired by diverse leaders who live UBC's values</p>	<p>LEADERSHIP DEVELOPMENT</p>	<ul style="list-style-type: none"> ✓ Create leadership development framework. ✓ Explore ways to encourage increased diversity in senior leadership roles. ✓ Develop Indigenous and EDI curriculum and deliver leader training to deepen understanding and encourage modelling of inclusive behavior. — Develop and implement criteria that requires all leaders demonstrate commitment to EDI principles. (Continuing in Year 3.) ✓ Continue hosting President's Leadership Forums. ✓ Continue to expand development opportunities for leaders, such as ALDP and Managing@UBC's suite of learning events and coaching offerings, and explore opportunities to support program alumni and emerging leaders. — Increase support for managers to host effective and inclusive performance and career conversations. (Continuing in Year 3.) — Establish coaching capacity to support senior leaders as part of the senior leadership development initiative. (Carrying over to Year 3.)

Focus on People 2025

IMPLEMENTATION ROADMAP: YEAR 3

FOCUSONPEOPLE.UBC.CA

Focus on People 2025 positions UBC for the future by identifying four catalyst areas to make the university an inspiring place to work. This implementation roadmap outlines priority areas of focus and tangible activities for each catalyst in year three.

CATALYST	FOCUS AREAS	YEAR 3 PROPOSED ACTIVITIES (SEPT. 2021 - AUG. 2022)
<p>1 I am part of a diverse, inclusive, safe and vibrant workplace</p>	<p>INCLUSION + RESPECT + ANTI-RACISM</p> <p>INDIGENEITY</p> <p>SAFETY + WELLBEING</p> <p>ENGAGEMENT + CONNECTION</p>	<ul style="list-style-type: none"> > Embed equity, diversity and inclusion competencies into job descriptions and performance conversations. (IAP) > Continue to implement the multi-year President's Academic Excellence Initiative that includes options for faculty renewal, shared research infrastructure and resourcing support. (IAP) > Identify strategies to improve the employee experience building on the findings from the 2021 WES. (IAP) > Develop and implement a communications and engagement approach to acknowledge and amplify wellbeing priorities. (WSF, IAP) > Continue to embed EDI, anti-racism and Indigenous education and training in recruiting, onboarding, assessment, performance reviews and workplace wellbeing. (AR, IAP, ISP) > Improve safety-training programs tailored to priority risk programs. (IAP) > Design, develop and launch Indigenous learning pathways program for staff. (ISP) > Expand childcare spaces at the Okanagan campus. (IAP) > Implement the Workplace Wellbeing Learning and Education Plan, in alignment with the Professional Development core capabilities framework, focusing on mental health literacy, psychological health and safety, and resilience. (WSF, IAP) > Incorporate gender-neutral language and land acknowledgments into materials and collective agreements with employee groups. (IAP, AR) > Develop a community of risk, safety and security champions and advocates who can act as resources for Safety and Risk Services in understanding the community needs. (IAP)
<p>2 I can grow my career</p>	<p>CAREER RESILIENCY</p> <p>ACADEMIC SUPPORT</p>	<ul style="list-style-type: none"> > Stabilize the Workplace Learning Ecosystem and grow internal offerings including LinkedIn Learning, to support ongoing development. (IAP) > Identify the technological underpinnings required for organization-wide succession planning, career navigation and performance planning. (IAP) > Provide resources to support leaders and staff to move to outcome-based performance conversations. (IAP) > Support employee resource groups such as IBPOC Connections and the Disability Affinity Group. (AR, IAP) > Optimize university-wide orientations to reflect UBC's commitment to equity and inclusion. (AR, IAP) > Examine ways to support and nominate underrepresented groups for major prizes and awards, and to create mechanisms to elevate the work of diverse scholars. (AR, IAP)
<p>3 I am shaping the future of research, teaching and work</p>	<p>REMOTE/HYBRID ENVIRONMENTS</p> <p>CHANGE + TRANSITION</p>	<ul style="list-style-type: none"> > Faculty and staff are supported to adapt to new ways of working that enable flexible, virtual/hybrid, and resilient teams to engage in collaborative work and contribute to UBC's climate action plan targets. (IAP) > Build sustainable organizational capacity for change that is measurable and supportive of strategic initiatives by introducing standard change management approaches and tools. (IAP) > Continue UBC's efforts in the federal Dimensions pilot, which aims to help transform and drive change to enable more EDI in research in Canada. (AR, IAP)
<p>4 I am inspired by diverse leaders who live UBC's values</p>	<p>LEADERSHIP DEVELOPMENT</p>	<ul style="list-style-type: none"> > Develop and implement criteria that requires all leaders demonstrate commitment to EDI principles. (IAP) > Increase support for managers to host effective and inclusive performance and career conversations. (IAP) > Develop and implement Mental Health Literacy training for managers and leaders. (WSF) > Offer coaching and learning opportunities that support leadership development. (IAP) > Continue to expand EDI curriculum in leadership offerings at all levels. Deepen leaders' understanding and modelling of inclusive behavior. (ISP, IAP) > Implement the next cohort of the pilot "Maximizing Impact Leadership program", which engages women and gender-diverse junior faculty. (IAP) > Continue efforts to improve the diversity of the UBC leadership community. (IAP)



FOP 2025 METRICS

Top-Line

71% (0%) of faculty and staff would recommend UBC to a friend as a great place to work. (2019 WES Pulse)

64% (-10%) of faculty and staff say that their diversity is valued in their workplace. (2019 WES Pulse)

5.1% (-1.8%) Voluntary Turnover rate for UBC Overall

Catalyst 1

Representation of faculty and staff:

- **56.5% (+0.3%)** Women
- **34.7% (+0.6%)** Racialized Groups
- **8.0% (+0.2%)** Sexual & Gender Diversity
- **3.8% (0.0%)** Persons with Disabilities
- **2.8% (+0.1%)** Indigenous Peoples

70% of faculty and staff agree that UBC is committed to the wellbeing of its people, places and communities. (2019 WES Pulse)

Catalyst 2

78% (+3%) of faculty and staff say they have the opportunity to learn and grow professionally at UBC. (2019 WES Pulse)

51% (-1%) of the eligible faculty and **25% (-2%)** of the eligible staff population accessed PD Funding in 2019/20, mostly for education (staff), teaching and research (faculty).

Catalyst 3

64% (-1%) of faculty and staff say they are inspired by UBC to do their best work. (2019 WES Pulse)

71% (0%) of faculty and staff agree that people are willing to consider and adopt new and improved ways to work in their department. (2019 WES Pulse)

Catalyst 4

60% (+1%) of faculty and staff agree that UBC's Senior leadership communicate a compelling vision for UBC. (2019 WES Pulse)

Representation of Senior Leaders:

- **46.6% (+0.1%)** Women
- **26.2% (+0.2%)** Racialized Groups
- **6.5% (+0.4%)** Sexual & Gender Diversity
- **2.0% (+0.1%)** Indigenous Peoples
- **1.5% (0.0%)** Persons with Disabilities

*Percentage in parentheses refers to the % favorable score and/or representation that is greater (+) or lower (-) than the latest comparator.

**Due to the Workday implementation in November 2020, the Workplace Experiences Survey was not conducted. As a result, the 2019 WES scores are the most current data available. Please note: The next WES is planned for November 2021.



Focus on People Metrics Report 2020

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EXECUTIVE SUMMARY

The 2020 Focus on People Metrics Report, produced biennially, provides analytics and insights about UBC's workforce related to the Focus on People 2025 framework and the university's strategic plan: *Shaping UBC's Next Century*.

Focus on People 2025 speaks to how the university will lead as a first-choice workplace for faculty and staff to meet their greatest potential. The framework connects evolving human resources practices with the university's long-term goals and aspirations identified in *Shaping UBC's Next Century* – specifically the People and Places core area – to ignite and enhance the professional and personal journeys of those who research, teach, and work at UBC.

The information in this report is organized in four parts, aligned with the Focus on People 2025 catalysts:

- Catalyst 1: I am part of a diverse, inclusive, safe and vibrant workplace.
- Catalyst 2: I can grow my career.
- Catalyst 3: I am shaping the future of research, teaching and work.
- Catalyst 4: I am inspired by diverse leaders who live UBC's values.

Key insights in this year's report:

- Faculty and staff adjusted well to working remotely (81% Vancouver and 85% Okanagan), and most employees would prefer to work remotely all or some of the time (84% Vancouver and 88% Okanagan), with the majority (46% Vancouver and 49% Okanagan) preferring a blended work arrangement (i.e., working remotely some of the time).
- Faculty and staff wellbeing, work/life blend, and respect scores on the Workplace Preferences Survey (WPS) slightly declined between August/September 2020 and February/March 2021 for the Vancouver campus. Yet, many other scores are on par or slightly higher than the 2017 Workplace Experiences Survey (WES) and 2019 WES pulse, where applicable. In comparison, where scores could be benchmarked to the WES (2017 WES/2019 WES pulse), the Okanagan campus consistently scored higher in their results from January 2021.
- Faculty headcount increased by 0.3% (20 people) compared with 2019, of which 16 people were tenure-stream faculty. This increase is influenced by hiring efforts of the faculties in strategic growth positions and progress on replacement hiring.
- Staff headcount decreased by 0.8% (94 people) over 2019, with the largest decreases in units that provide student and employee services on-campus, including Athletics & Recreation and Food Services. However, a number of new staff roles were created as a result of COVID-19, in particular, positions that support the successful transition to online learning and remote working, as well as COVID-related research.
- Staff voluntary turnover decreased from 8.9% in 2019 to 6.2% in 2020. The absence of a consistent, university-wide offboarding process contributes to low response rates for UBC's exit surveys. Therefore, it is difficult to understand the general reasons for staff resignations. However, COVID-19 may be the most

significant factor influencing staff resignations in 2020. Going forward, centralizing offboarding processes in Workday and modernizing exit processes will assist with data collection.

- The average retirement age for tenure-stream faculty has increased from last year (age 66.5 in 2019 to age 68.4 in 2020) but is below the average retirement age for university professors in Canada, which was 69 years of age in 2019/20. Furthermore, the number of retirements continues to be low in 2020 (71 people or 3.1%). 42% of tenure-stream faculty are age 55 and older, and 15% are age 65 and older. These trends highlight the importance of workforce planning for this faculty demographic at the university.
- Representation of equity groups through employment equity data remained mostly consistent in the UBC workforce compared with 2019. The Equity & Inclusion Office developed its 2019 Employment Equity Plan, which delineates a number of initiatives designed to address hiring and promotion disparities across designated groups.

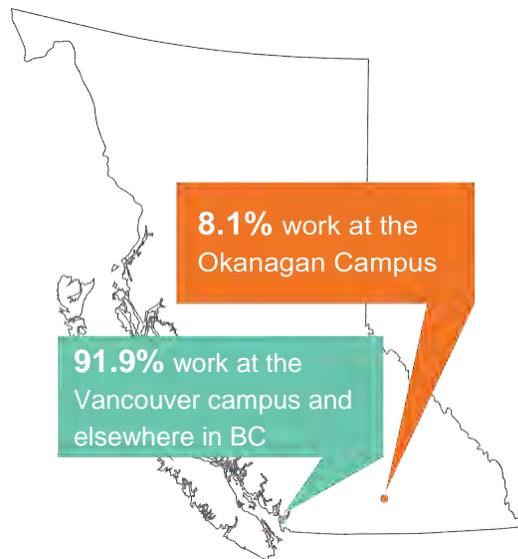
Faculty include bargaining unit faculty and non-bargaining unit faculty.

Note: The year 2020 represents a transition year in which UBC moved from PeopleSoft to Workday. Due to this shift there are certain caveats around the data quality, such as data entry and conversion errors (i.e. inconsistencies in the data migrated from PeopleSoft into Workday and incorrectly entered into Workday due to new and unknown processes and procedures) and potential missing records because of delayed data entry during the implementation phase (i.e. data entry occurred after go-live).

OUR WORKFORCE AT A GLANCE

This section provides information about UBC's workforce overall, including headcount, composition, and demographics.

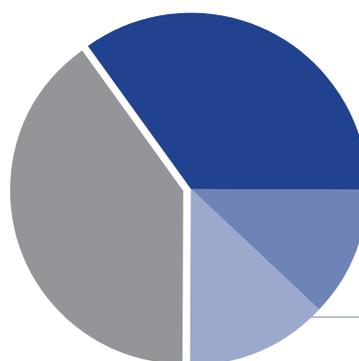
Faculty and Staff Headcount



In 2020, there was a decrease of 0.4% in overall headcount compared with 2019.

What do they do?

39% are staff in roles that allow the university to operate effectively and achieve its goals in business and administration, facilities and planning, and IT roles within faculties as well as central administrative units.



61% of UBC's workforce (10,540 faculty and staff) is directly delivering the core academic mission of research and teaching:

- 36% in academic roles** (faculty)
- 11% enabling learning** (such as library support, educational programming and student management)
- 14% involved in research and innovation** (such as staff who enable research in front-line analysis and support grant administration)

Bargaining unit faculty	Non-bargaining unit faculty	Unionized staff	Non-unionized staff	Management, professional, and executive staff
Professors, Professors of Teaching, Lecturers, and Sessional Lecturers	Deans, Research Associates, and Postdoctoral Fellows	Administrative, Library, Clerical, Trades, Technicians in various faculties, and a range of other positions	Executive Administrative, Farm Workers, and Non-Union Technicians	Service Unit Directors, Managers, and Professionals across disciplines

Over the past year, the overall number of staff at UBC decreased by 0.8% (94 people). This decline is mainly attributed to [COVID-19](#) and its impact on on-campus operations and services.

The largest staff decreases were in units that provide student and employee services, including Athletics & Recreation (headcount decrease of around 153), Food Services on the Vancouver and Okanagan campuses (55 and 50, respectively), Disability Resource Center at the Okanagan campus, UBC Aquatic Center, and Childcare Services.

Although the overall staff headcount decreased, the M&P and Non-Union Technician & Research Assistant employee groups increased by 6.5% (or 314 people) and 4.2% (or 36 people), respectively. For M&P staff, some of this growth is influenced by the [Integrated Renewal Program](#) and the successful implementation of Workday in November 2020, with an increase of around 62 people in information systems and technology-related positions and units (e.g., Integrated Renewal Project team, Integrated Service Center, and UBC Information Technology).

As UBC transitioned to online learning and remote working for many of its faculty and staff in the spring of 2020, the headcount in positions related to educational programming across the university increased by 36 people to support this transition, especially the online migration of courses. Additionally, UBC's focus on COVID-19-related research projects and services is evident in the headcount increase for staff in research and facilitation positions (52 people) and technicians and research assistants (36 people). For example, the School of Nursing currently has almost 20 COVID-19 related research projects underway.

In 2020, the faculty headcount increased by 20 people, which included 16 tenure-stream faculty. The increase in the number of tenure-stream faculty is intentional as faculties have invested in new positions and funding growth positions as part of the President's Academic Excellence Initiative (PAEI).

Tenure-stream faculty include professoriate and educational leadership ranks - full professors, associate professors, assistant professors, professors of teaching, associate professors of teaching, and assistant professors of teaching - who are tenure-stream or already tenured.

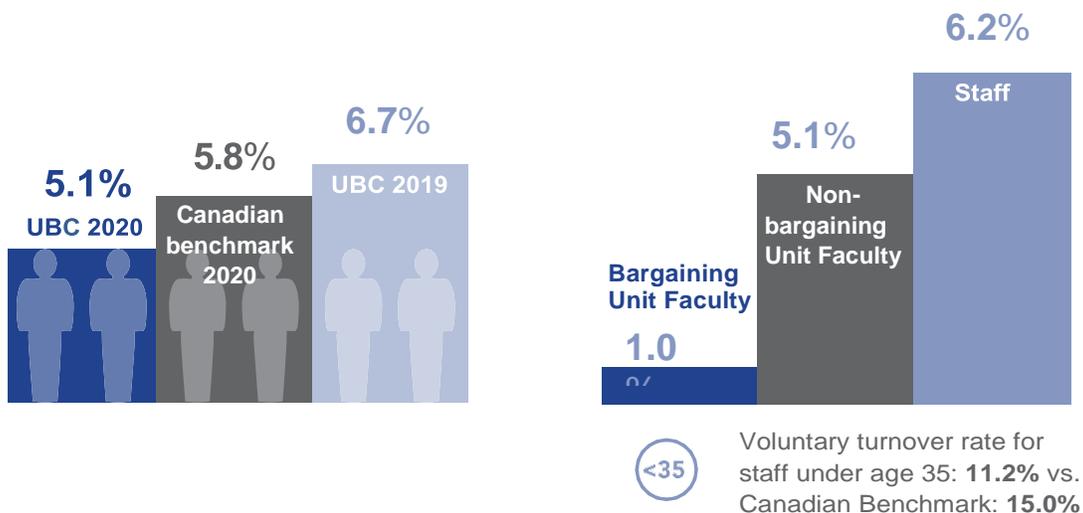
For distribution of faculty and staff by employment group and career category (2017-2020), see figures 1 and 2 in the appendices.

In 2020, 9,238 students (14.8% of all enrolled students) were employed part-time at the university. This is a decrease of 695 (7.0%) student employees from 2019. Most student employees work in jobs that focus on delivering the university's core academic mission, with 45% working in research and 39% working in learning support. 97.6% of student employees complete the full term of their employee appointment.

Resignations

Over the past year, UBC's overall voluntary turnover rate dropped considerably, decreasing by 1.6% to 5.1% in 2020, below the Canadian Benchmark of 5.8%*. For staff, the voluntary turnover rate was 6.2% in 2020, a decrease of 2.7% over 2019. In the past, unionized staff in units providing student and employee services—such as Athletics and Recreation, Food Services, Student Housing and Community Services, and Childcare Services—had higher turnover rates compared to other areas at the university. Due to COVID-19 and its impact on campus operations and services, unionized staff hires decreased by more than 50% in 2020. As a result, units that previously had some of the highest turnover rates now experience the largest decrease in resignations.

Voluntary Turnover Rate for Faculty and Staff



For voluntary turnover by employment group, see figure 3 in the appendix.

*Source for Canadian benchmarks above: HR Metrics Service 2020 Annual Report, All Sectors

To understand why people resign from UBC, Human Resources gathers feedback from faculty, staff and student employees through online exit surveys. The impact of the pandemic aside, career advancement is a significant reason why people come to UBC and choose to stay at the university. However, it is also a top reason why employees decide to leave UBC. Going forward, centralizing offboarding processes in Workday and modernizing exit processes will assist with data collection.

Reasons people resign from UBC

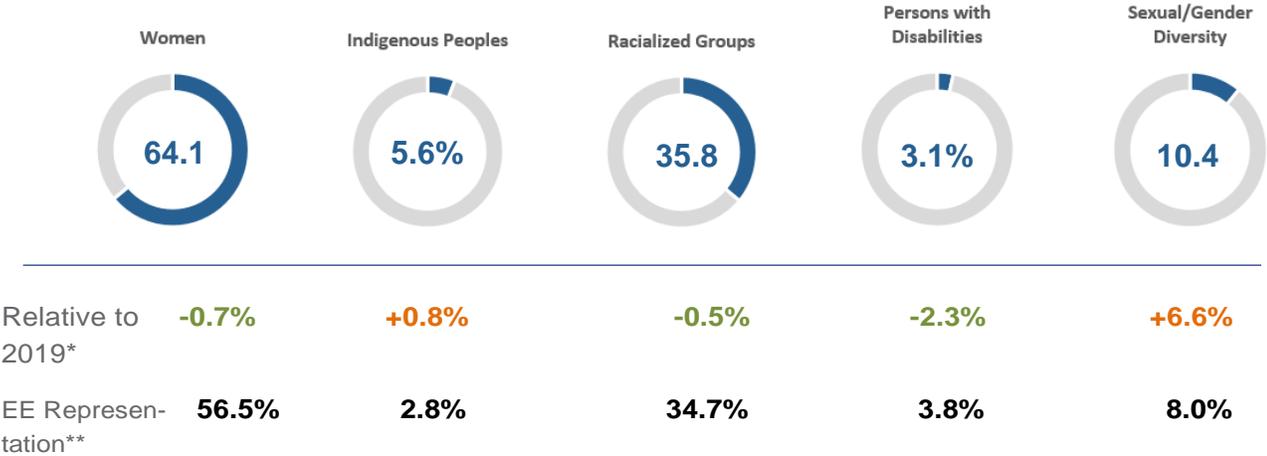
In 2020, 135 exit surveys were completed by employees who voluntarily left the university. According to the 2020 Exit Survey:

People chose to leave UBC:

1. To develop their career and/or opportunities for promotions
2. To further their education
3. Due to their working relationship with manager/supervisor
4. Due to family considerations

84% of people who resign would consider returning to work at UBC in the future.

Voluntary Turnover Rate by Employment Equity Category



* Relative to 2019 Voluntary Turnover Rate (see methodology below)

**Employment Equity Representation is based on responses from those eligible to participate in UBC's employment equity questionnaire.

*** Women: Number of people who identified as Woman in HRMS/Workday and left UBC voluntarily divided by the total number of people who could be linked to the EE database and who left UBC voluntarily.

****Indigenous Peoples, Racialized Groups, Persons with Disabilities, Sexual/Gender Diversity: Number of people who identified in the Employment Equity groups as part of the Employment Equity survey and left UBC voluntarily divided by the total number of people who responded to the Employment Equity survey and left UBC voluntarily

Change in methodology: Instead of using the total number of voluntary exits as denominator, the new methodology uses the number of people who could be linked either to the Employment Equity survey or database and voluntarily left UBC. Note that previous years have been adjusted using the new methodology.

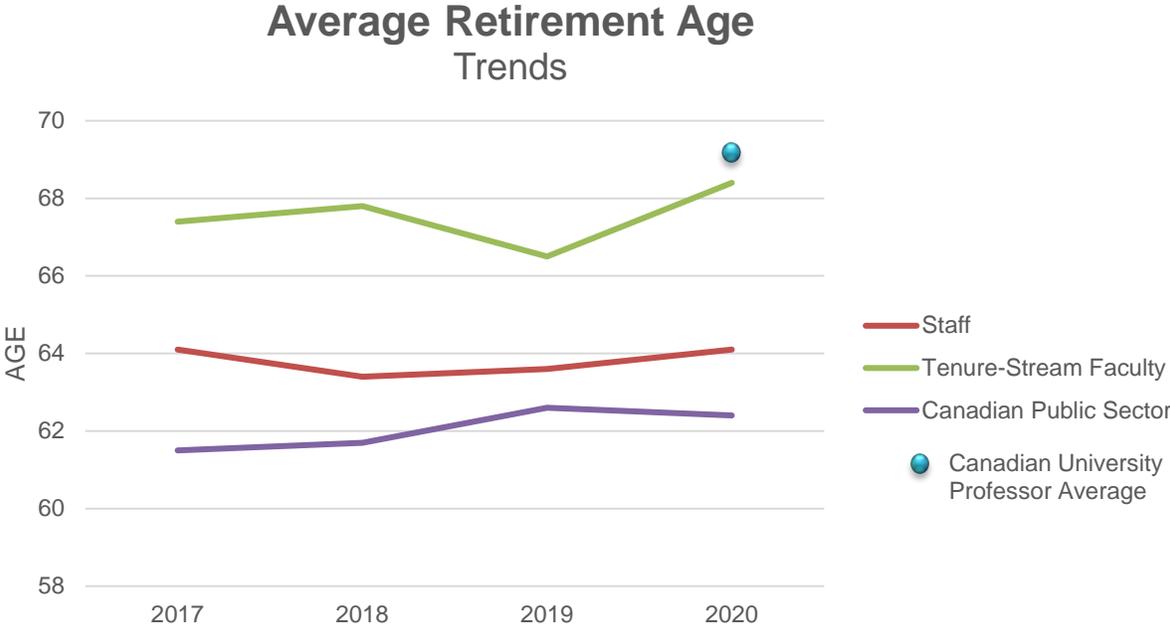
For voluntary turnover by employment equity category (2017-2020), please see figure 4 in the appendix.

Retirements

The nature of retirement varies between faculty and staff, both in rate and average retirement age.

Faculty

Most tenure-stream faculty leave UBC through retirement, yet this number continues to be low. In 2020, 3.1% (71 people) of tenure-stream faculty retired. This is an increase of 0.5% over 2019 and an increase of 0.6% from the four-year low of 2.5% in 2017.



For tenure-stream faculty, the average retirement age had increased consistently until 2018 but decreased in 2019 by 1.3 years. In 2020, the average retirement age for tenure-stream faculty has rebounded to 68.4, an increase of 1.9 years over 2019, which is still lower than the average retirement age for Canadian university professors (69 years of age in 2019/20*). At the same time, the number of total retirements continues to be low in 2020 (71 people or 3.1%). Additionally, 42% of tenure-stream faculty are age 55 and older, and 15% are age 65 and older. These trends highlight the importance of workforce and succession planning for this faculty demographic.

Staff

For staff at UBC, the average retirement age over the last four years is consistently higher than the average retirement age for public sector employees across Canada (64.1 years of age for UBC, compared with 62.4 years of age across the Canadian public sector**). Understanding the reasons for these differences will require further exploration.

*Source: BC Labour Market Information Office of the Ministry of Advanced Education, Skills and Training.
 This data is based on Statistics Canada’s Labour Force Survey data and the custom data from Employment and Social Development Canada.
 **Source: Statistics Canada. Table 14-10-0060-01 Retirement age by class of worker, annual.

CATALYST 1: I AM PART OF A DIVERSE, INCLUSIVE, SAFE AND VIBRANT WORKPLACE

This section highlights UBC’s efforts and success in building an increasingly diverse and healthy faculty and staff population and working in a welcoming and inclusive workplace that enables our community to make their best contributions.

Faculty and staff demographics

This section offers insights into the UBC workforce by employment equity categories and age.

Employment Equity Categories

To provide insights into the diversity of UBC faculty and staff, this section considers the employment equity information by faculty and staff career hierarchies. The fluctuations in the representation of all equity groups are small in general, and mainly due to either a slight increase or decrease of overall headcount within the respective groups.

Overall, the representation of all equity groups at UBC increased slightly or remained stable compared with 2019. However, within career hierarchies, the percentage change in the representation of equity groups compared to 2019 is mixed.

UBC is named one of Canada’s Best Diversity Employers in 2021. This award recognizes Canadian companies that step up to the challenge to address systemic inequities that have long existed in Canadian workplaces.



According to Statistics Canada*, in 2019/20, Women comprised 30% of Full Professors, 44% of Associate Professors, and 50% of Assistant Professors in Canada.

*Source: Table: 37-10-0076-01.

The data in this section is based on two sources. The information on Women is taken directly from UBC’s Human Resource Management System. The information on the other employment equity groups (Indigenous Peoples, Racialized Groups, Persons with Disabilities, and Sexual and Gender Diversity) comes from UBC’s Employment Equity survey, where faculty and staff self-identify within these employment equity categories. In this report, we use the mandatory terminology set forth by the federal government’s Federal Contractors Program (FCP) (and used in UBC’s Employment Equity survey) with slight modifications in order to align accurately with our source data while also acknowledging any shifts in terminology.

Representation of Women and Racialized Groups

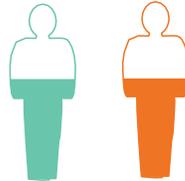
Women at UBC

Overall, the number of people who identify as Women has increased by less than 1%.

Racialized Groups at UBC

Overall, the number of people who identify in Racialized Groups has increased by less than 1%.

Women represent **56.5%** of the workforce at UBC, which is higher than the provincial benchmark of 48.4%.



Those who identify in Racialized Groups represent **34.7%** of the workforce at UBC, which is higher than the provincial benchmark of 28.2%.

of Executives and Academic Leaders	43.2% ↑	↑ 15.1%	of Executives and Academic Leaders
of Full Professors	28.9% ↑	↑ 18.2%	of Full Professors
of Associate Professors	43.2% ↑	↑ 20.2%	of Associate Professors
of Assistant Professors	44.9% ↓	↑ 26.7%	of Assistant Professors
of Senior Professionals and Leader roles	47.1% ↑	↑ 27.5%	of Senior Professionals and Leader roles
of Mid-Level Professional	58.6% ↓	↑ 34.9%	of Mid-Level Professional
of Junior Professional	68.8% ↓	↑ 35.3%	of Junior Professional

Change in methodology: Previously, where employees have concurrent assignments (e.g. faculty appointment and academic leader appointment), both appointments were counted. This has been corrected and only the highest-ranking appointment is counted, prioritizing the faculty appointment. Note that previous years have been adjusted using the new methodology.

For the other employment equity categories – Indigenous Peoples, Persons with Disabilities, and Sexual and Gender Diversity – the representation numbers are small, and in some cases, unavailable due to insufficient data. Some highlights:

Indigenous Peoples

- Overall, the number of faculty and staff who identify as Indigenous Peoples increased by 0.1% to 2.8% in 2020.
- The percentage for most tenure-stream faculty ranks remained consistent or increased, with the highest increase for Assistant Professors of Teaching by 2.9% to 4.3% in 2020.

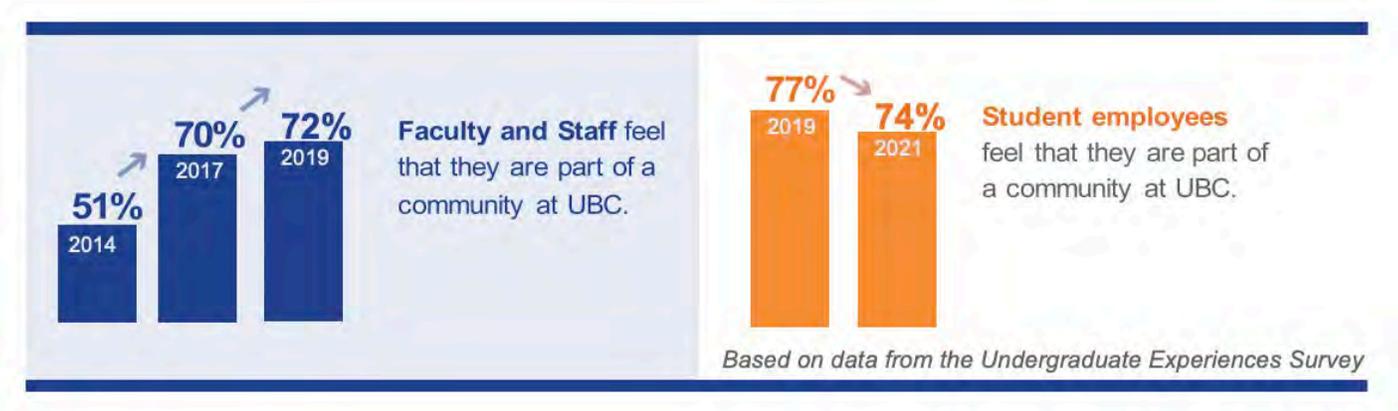
Persons with Disabilities

- Overall, the number of faculty and staff who identify as Persons with Disabilities stayed consistent at 3.8% in 2020.
- The percentage for Assistant Professor of Teaching who identify as Persons with Disabilities increased by 1.5% to 2.9% in 2020.

Sexual and Gender Diversity

- Overall, the percentage of faculty and staff who identify in the Sexual and Gender Diversity category increased by 0.2% to 8.0% in 2020.
- While the percentage of Professors of Teaching increased by 3.9% to 20.6% in 2020, the percentage of Executives and Academic Leaders decreased by 0.6% to 9.4%.

This data gives us some insights into the representation of employment equity groups on both campuses. However, the university continues to increase its capacity to collect and analyze equity data, including intersectionality. For example, UBC is in the process of updating its Employment Equity & Inclusion Census Questionnaire to adopt best practices in the demographic data collection. Many faculties—including the Faculty of Science, Faculty of Education and Peter A. Allard School of Law—are administering and analyzing results of an applicant pool equity survey. These surveys track and examine the number of applicants identifying within any of the four designated groups to the proportion of those who progress through the application and nomination process.

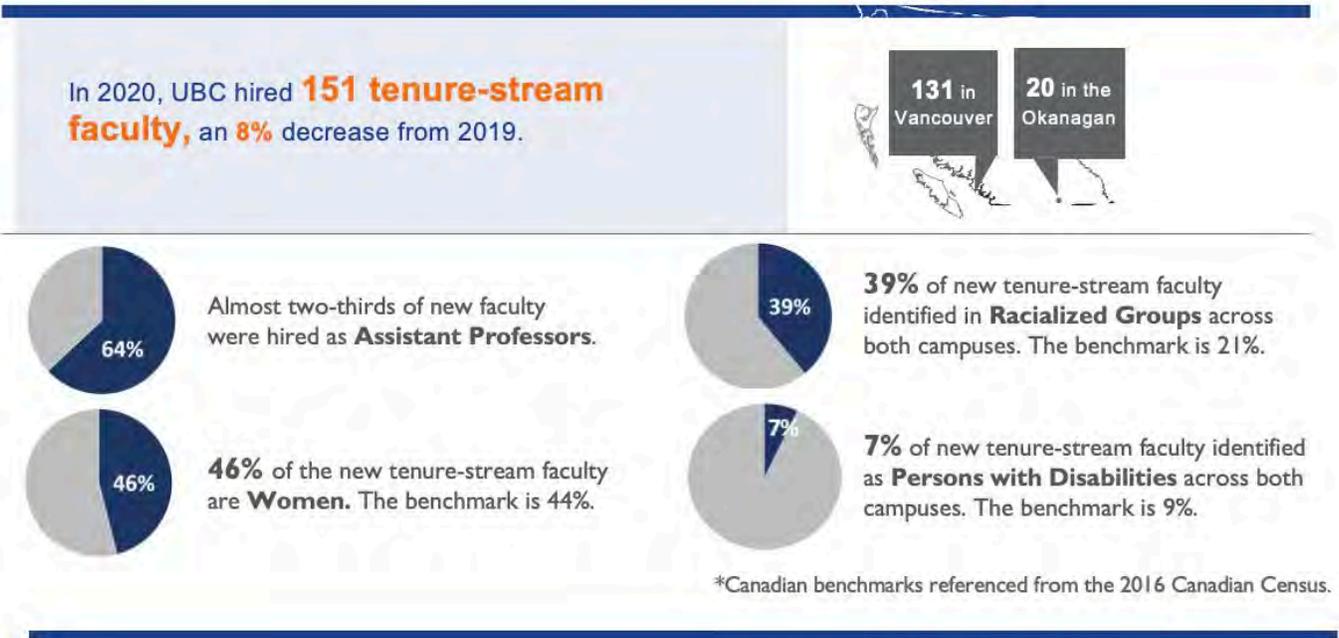


For more detailed information about headcount representation by employment equity category and level of position, please see figure 5 in the appendix.

As part of building an increasingly diverse workforce, this section considers new faculty and staff hires at UBC, as evidenced by volume, employment equity category, and location. However, the factors that influence UBC's ability to attract faculty and staff remain unknown in this context. These factors can be internal—such as whether or not a unit or faculty needs to recruit, support throughout the recruitment cycle, or unsuccessful searches—as well as external factors, such as the current supply of skilled candidates, global situations like COVID-19, and the cost of housing in Vancouver.

New Faculty Hires

This section considers the hiring of faculty in tenure-stream positions by academic rank and faculty. These may be new roles or roles filled after turnover.



As a result of COVID-19, the hiring of new tenure-stream faculty decreased by 8% (or 13 people) in 2020. Although the number of new tenure-stream faculty decreased, the overall headcount has increased on a year-over-year basis because the number of new hires was greater than the number of tenure-stream faculty who left the university. Additionally, the number of new tenure-stream faculty who identify in Racialized Groups increased by 13% compared to 2019.

For tenure-stream hires by campus, rank, and faculty, see figures 6 and 7 in the appendices.

New Staff Hires

This section considers the hiring of staff. These may be new roles or roles filled after turnover.

In 2020, UBC hired **1,080 staff: 954 in Vancouver, and 126 in the Okanagan.**

<35

Across both campuses, 64% of new staff hires were under the age of 35.

This is a consistent hiring trend over the last four years.



Overall, UBC recruited Women at a higher rate (58%) than the Census Canada external benchmark (48%).

Of new staff in Senior Professional or Leader roles, 50% were Women, which is also above the Canadian benchmark.



Across both campuses, the percentage of new staff who identified as Racialized Groups (39%) was above the Canadian benchmark (21%).

*Canadian benchmarks referenced from the 2016 Canadian Census.

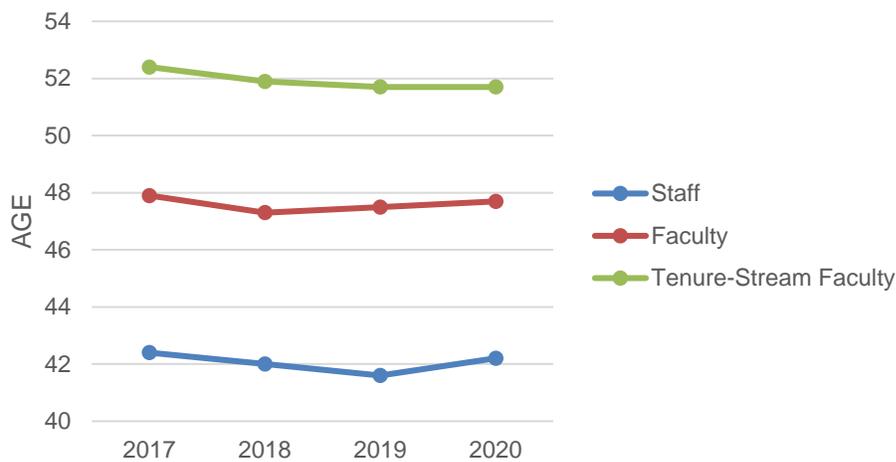
In 2020, UBC hired 1,103 (574 full-time equivalents or FTE) fewer new staff than in 2019, decreasing 51%. The decline in new staff hires is attributed to COVID-19, its impact on on-campus operations and services, and the decrease in voluntary staff turnover. As a result, the largest decreases were in units that provide student and employee services, including Athletics and Recreation, Food Services on the Vancouver and Okanagan campuses, Student Housing and Community Services, and Childcare Services. Although the overall headcount of the Management & Professional group increased slightly, the number of new hires decreased by 25% (137 people or 132 FTE) in 2020.

Age

Overall, the average age of tenure-stream faculty and staff at UBC has remained fairly consistent since 2017, with the average of tenure-stream faculty being 51.7, and the average age of staff being 42.2 in 2020.

For staff hires by campus, employment group, and age, see figures 8, 9, 10 and 11 in the appendices.

Average Age of Faculty and Staff Four-Year Trend



While the average age of tenure-stream faculty remained fairly consistent since 2017, the four-year headcount trend shows that the percentage of younger tenure-stream faculty has increased slightly (from 28% in 2017 to 30% in 2020). The average age of new tenure-stream faculty hires remained fairly consistent between 39 in 2017 and 40 in 2020. Although UBC’s retirement data shows that the number of retirements for tenure-stream faculty has increased by 0.5% (or 13 people) since 2019, the average retirement age has increased by 1.9 years to 68.4.

The four-year headcount trend for staff shows a fairly even distribution across all age ranges. Over the last four years, the number of young staff has remained consistent (33% in 2017 to 32% in 2020). The percentage of staff age 55 and over is 20%. Further analysis revealed that 70% of staff in senior professional or leader roles are age 45 or older, and 27% are 55 years of age or older. These trends highlight the importance of supporting succession planning for staff at the university, which is an opportunity identified within the Focus on People 2025 framework.

Reasons why faculty and staff join UBC

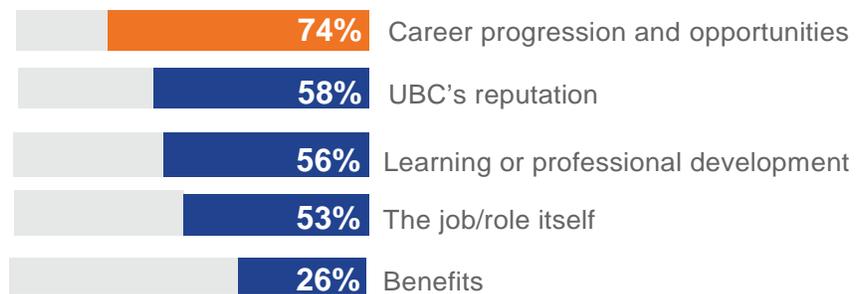
Entrance surveys of new faculty, staff and student employee hires provide several insights.



A total of 949 new hires completed the UBC Entrance Surveys (467 30-Day Survey, 482 3-Month Survey), a 45% overall increase from 2019.

- 93%** feel accepted in their workplace
- 94%** are treated with respect and consideration
- 71%** feel they are part of a community at UBC
- 83%** feel their diversity is valued in the workplace

Why do people join UBC?



New hires' overall experience of UBC as a workplace within the first three months.

- 87%** think the role is as expected. (↑ 11%)
- 80%** think the work environment is as they expected. (↑ of 1%)
- 90%** think their immediate unit head/manager is as they expected. (↑ 10%)
- 85%** think the compensation and benefits are as they expected. (↓ of 6%)

Due to COVID-19, the Orientation & Onboarding (O&O) program quickly adapted its way of welcoming and orientating new employees at UBC by transitioning the Welcome to UBC orientation event and other in-person programs to the online space. As most UBC employees continue to work remotely, the O&O program has become vital in providing new employees with the opportunity to connect with others across the university. In 2020, of all eligible new employees (total of 689 new hires), 244 people attended the welcome to UBC orientation event (76 in-person and 168 online). Based on the O&O survey (169 respondents), the overall engagement score of new employees increased by 1% to 90% in 2020.

An interesting juxtaposition is that career progression and opportunities are among the top reasons employees choose to join UBC, and it is also one of the top reasons they choose to leave. Exit surveys reveal that unmet career advancement expectations are an issue for retention. In response, the university has been steadily improving services such as coaching, career navigation, and leadership programs. Additionally, strategic workforce planning is a priority area in UBC's Focus on People 2025 framework.

Workplace Health and Wellbeing

Recognizing the critical importance of an inclusive and safe workplace in encouraging faculty and staff health and wellbeing, Human Resources is an active partner in the UBC Wellbeing initiative and other partnerships at the university and beyond.

Through the delivery of theoretically grounded and evidence-based programs, events, and initiatives, the university supports individual and organizational wellbeing. The UBC Wellbeing Strategic Framework strengthens UBC's commitment to the call-to-action in the Okanagan Charter: to embed wellbeing across university culture and lead health promotion action and collaboration locally and globally.

UBC Wellbeing is currently focused on six priority areas:

1. Collaborative Leadership
2. Mental health and resilience
3. Food and nutrition
4. Social connection
5. Built and natural environments
6. Physical activity

Information about UBC Wellbeing is available online: <https://wellbeing.ubc.ca>

As UBC continues to navigate the COVID-19 situation and its impacts on faculty and staff, Human Resources conducted Workplace Preferences Surveys (WPS) at both campuses this last year, to understand how people have adapted to working remotely during COVID-19, including their health and wellbeing, as well as their workplace preferences in general.

Although the scores on the questions related to wellbeing, work/life blend and respect have slightly declined between surveys for the Vancouver campus (Aug/Sep 2020 and Feb/March 2021), many of the scores are on par or slightly higher than the 2017 WES and 2019 WES pulse, where applicable. For the Okanagan campus (January 2021), all scores that can be benchmarked to the WES scored higher than the 2017 WES and 2019 WES pulse.

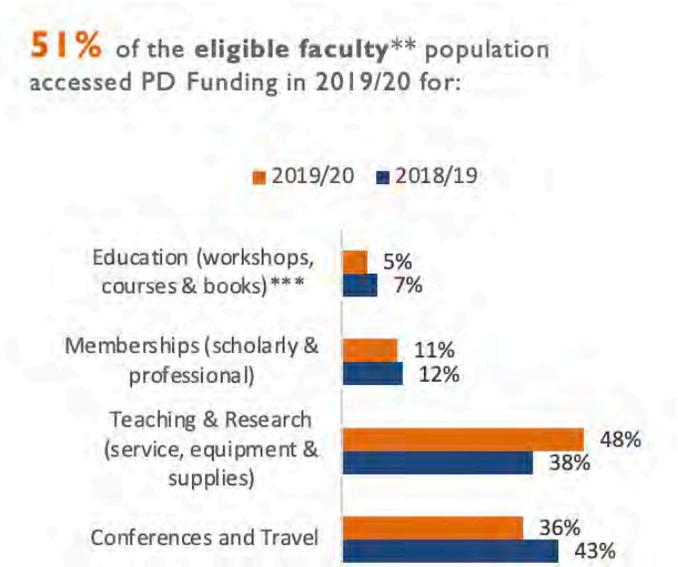
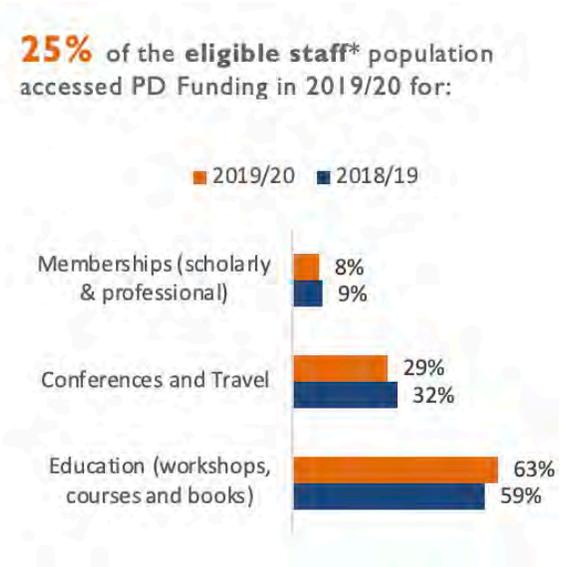
Acknowledging that personal and work situations are different for every employee, there are faculty and staff who struggle with adjusting to and working remotely during COVID-19. To support employees while working during COVID-19, the university offers a number of resources such as tools and resources for managers, heads, and deans, UBC Employee and Family Assistance Program, and mental health supports both from the university as well as from the community.

UBC was named one of BC's Top Employers in 2021. This designation recognizes employers in British Columbia that lead their industries in offering exceptional places to work and supporting their employees with the most progressive and forward-thinking programs.

CATALYST 2: I CAN GROW MY CAREER

This section highlights UBC’s efforts to provide faculty and staff with the opportunity to connect professionally across the university and its positive impacts on employees’ ability to learn and grow professionally to meet their full potential and career aspirations at UBC.

Creating opportunities for career growth and ongoing learning are important for faculty and staff engagement and retention. Professional growth was the top driver of engagement for both faculty and staff in the 2017 Workplace Experiences Survey and continues to be the leading reason employees choose to join UBC. As such, UBC offers Professional Development funding to staff and faculty for their personal and professional growth.



*Includes AAPS, SUD, XMP, CUPE 116, CUPE 2950, NUT, Exec Admin, and BCGEU Okanagan
 ** Includes bargaining unit faculty and Research Associates, except non-continuing sessional
 Note: % by PD funding category is based on the \$ amount accessed for each of the PD categories
 ***2018/19: Previously this category included both, Education and Teaching & Research. For more transparency, this year’s report divided this category into two separate categories: Education and Teaching & Research. Last year’s data has been adjusted accordingly.

UBC continues to provide faculty, staff and student employees with creative and innovative ways to connect and grow professionally. In fact, of the 9,238 student employees in 2020, 87% say that they have the opportunity to learn and grow professionally at UBC (based on data from the Undergraduate Experiences Survey 2021). Additionally, 91% think that their position at UBC helped them develop transferrable skills (e.g., communication skills, public speaking, teamwork, etc.), a 4% increase from 2019. Lastly, student employees are generally more satisfied with their current role at UBC compared to the 2019 UES, 89% and 87%, respectively.

To support faculty in their career, UBC Vancouver piloted a new program that aims to engage junior faculty, primarily cisgender and transgender women, in the early stages of their academic career. The pilot focused on providing support through networking opportunities, learning sessions and access to one-on-one coaching sessions. Additionally, UBC's [Center for Teaching, Learning and Technology \(CTLT\)](#) offers an ongoing development program for faculty members at different stages in their career. The programs are meant to support faculty in their teaching and learning endeavours and to provide information on current research on teaching and learning theories and methods.

UBC is named one of Canada's Top Employers for Young People in 2021 for the ninth consecutive year. This award recognizes the employers that offer the nation's best workplaces and programs for young people starting their careers. Reasons why UBC was selected:

UBC manages a community leadership program to help aspiring leaders explore leadership concepts through a series of interactive workshops and experiential learning — participants can practice their skills by leading a group of undergraduate students through a three-day community service learning project during UBC's Reading Week break in February, either at school or at a non-profit organization.

UBC's new Red Seal culinary apprenticeship program enables chefs to earn their certification while immersed in a full range of culinary experiences at the university.

UBC's Postdoctoral Fellows Office is a resource center that provides support, advocacy, and professional development for postdocs—the Office's flagship initiative is the "Foundations of Career Planning" program, a three-part workshop series supplemented with sessions in personal and professional effectiveness, academic growth, career building and leadership.



CATALYST 3: I AM SHAPING THE FUTURE OF RESEARCH, TEACHING AND WORK

This section highlights how UBC inspires faculty and staff to find new and better ways to innovate by creating dynamic and collaborative environments, which range from adapting and integrating new technologies to preparing our people for the future of work.

In November 2020, UBC successfully launched [Workday](#) (HR and Finance). This major milestone represents a big step forward in supporting the learning, research and working environments for all UBC employees. Through investing in technology and designing processes that enable flexibility, agility, virtual teams and collaborative work, UBC shapes the future of research, teaching and work.

In preparation for the transition to Workday, UBC offered around 71 Workday courses and various webinars to all faculty, staff and student employees at the university. In 2020, there were almost 35,000 course enrollments, with an average completion rate of 57%. The course completion rate for the top four courses range from 62% to 73% (i.e. Workday Basics, HR 101 for Salaried Staff, Expense Reporting, and HR 101 for Hourly Staff and Student Employees).

In addition to launching Workday, the way we approach research, teaching and work at the university has been impacted by COVID-19. As UBC continues to navigate the COVID-19 situation, and in support of physical distancing protocols, the university implemented a Remote Work Arrangement in March 2020 for employees who are able to do so. Human Resources conducted the Workplace Preferences Survey (WPS) four times throughout the year to understand faculty and staff perspectives on these ways of working, including positive aspects and challenges, and their general workplace preferences going forward.

Through the **President's Awards for Staff**, UBC annually recognizes up to 19 staff members who made exceptional contributions in their workplace and are shaping the future at UBC and beyond.

In 2021, UBC revised the award criteria to recognize staff working to advance anti-racism and inclusive excellence and reduced the years of service required to increase the pool of staff eligible for awards and lower the barrier for recognition.

<https://focusonpeople.ubc.ca/awards/presidents-awards-for-staff>

Based on the recent WPS, most faculty and staff have adjusted well to working remotely during COVID-19 (81% Vancouver and 85% Okanagan) and stated that having access to tools and information and not having to commute to work were the top reasons. In terms of workplace preferences, most faculty and staff would prefer to work remotely all or some of the time (84% Vancouver and 88% Okanagan), with the majority (46% Vancouver and 49% Okanagan) preferring a blended work arrangement (i.e., working remotely some of the time).

To support UBC's workforce during these transitions, the university continues to invest in change management and transition resources to help build faculty and staff's ability to respond to and navigate change effectively. As part of this effort, the university provides various resources to support faculty to teach in the online space through programs like the Keep Teaching website and the Online Teaching Program (provided by the Center for Teaching, Learning and Technology). See more at <https://keepteaching.ubc.ca/> and <https://ctl.ubc.ca/programs/all-our-programs/online-teaching-program/>.

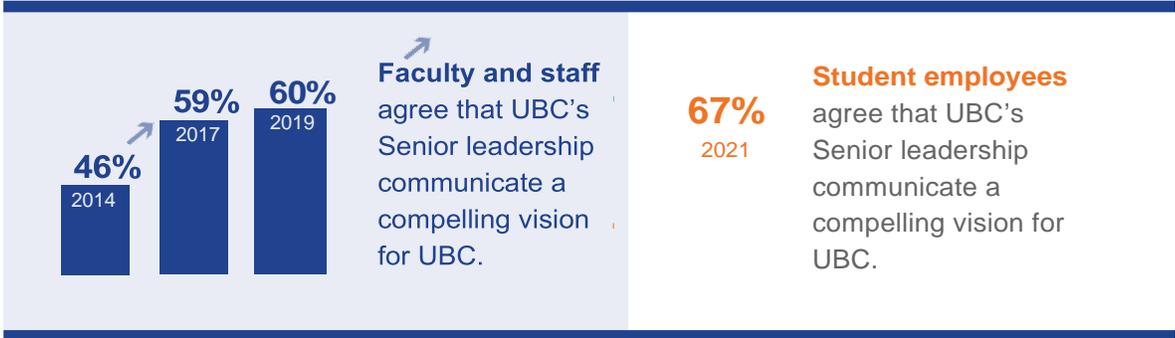
Additionally, since its inception in November 2019, the Change and Transition Community of Practice, consisting of faculty, staff and change practitioners, has grown to around 180 members. The Community of Practice held 29 sessions with an average attendance of 24 people.

UBC is named one of **Canada's Greenest Employers** in 2021, for the tenth consecutive year. The national award recognizes Canadian employers that create a culture of environmental awareness, develop exceptional sustainability initiatives, and attract new employees because of their environmental leadership.



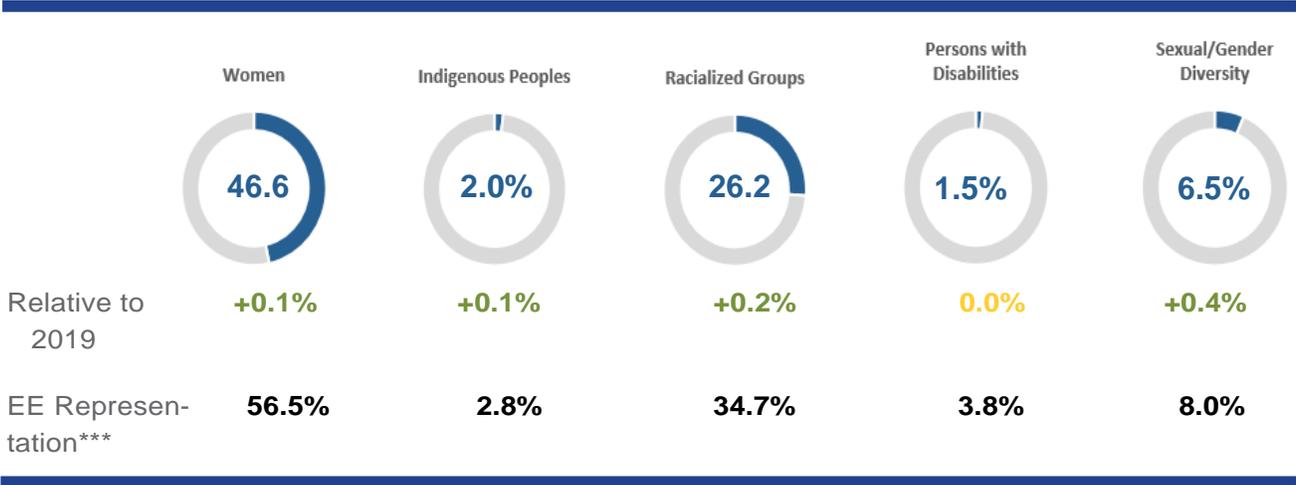
CATALYST 4: I AM INSPIRED BY DIVERSE LEADERS WHO LIVE UBC'S VALUES

This section highlights UBC's efforts and success in building increasingly diverse leaders who continuously access leadership development opportunities to support faculty and staff to realize their potential at UBC and live UBC's values



UBC's 2020 employment equity data indicates mostly consistent trends in the representation of equity groups in senior leadership* compared with 2019, mainly due to slight increases in the overall headcount within the respective groups. Additionally, almost half of the new staff hired into senior leadership roles** self-identified in any of the five equity groups (47% in 2020 compared to 49% in 2019).

Representation of faculty and staff in senior leadership positions*



To ensure UBC's new and ongoing leaders cultivate a diverse community that creates and sustains equitable and inclusive campuses, UBC provides training on behavioural interviewing and inclusive recruitment practices through the Workplace Learning offerings (<https://wpl.ubc.ca/>) and the Managing@UBC program. Additionally, about 30 academic leaders took part in this year's cohort-based [Academic Leadership Development Program \(ALDP\)](#), which helps academic leaders navigate resources available to them and supports them in being collaborative and adaptive in their leadership styles. Learn more about leadership development at <https://hr.ubc.ca/career-development/leadership-programs/>.

* Includes senior leaders for staff and faculty (Senior and Mid-Executives, Academic Leaders (e.g., Deans, Associate/Vice Deans, Principals, Heads, Directors, etc.), and Senior Professional or Leader)

** Includes senior professional or leader for staff only

*** Employment Equity Representation is based on responses from those eligible to participate in UBC's employment equity questionnaire.

Change in methodology: Previously, where employees have concurrent assignments (e.g., faculty appointment and academic leader appointment), both appointments were counted. This has been corrected and only the highest-ranking appointment is counted, prioritizing the faculty appointment. Note that previous years have been recalculated using the new methodology.

For more representation of senior leadership by employment equity category, see figure 12 in the appendix.



Appendices

Our Workforce at a Glance

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Catalyst #1

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Catalyst #4

Figure 12:	Headcount Representation of Senior Leaders at UBC by Employment Equity Category, 2017-2020	37
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Figure 1: Total Faculty and Staff Headcount by Employment Group, 2017–2020

Employment Group	Headcount ^a				% Change, 2017-2020
	2017	2018 ^b	2019	2020	
Faculty (Bargaining-Unit)	3,055	3,085	3,147	3,120	2.1%
Faculty (Non-Bargaining Unit) ^b	2,381	2,922	3,079	3,126	31.3%
Unionized Positions	4,348	4,334	4,624	4,407	1.4%
Non-Unionized Positions	1,369	1,340	1,430	1,229	-10.2%
Management, Professional, and Executive ^c	4,302	4,576	5,005	5,329	23.9%
Total	15,455	16,257	17,285	17,211	11.4%

- a) Effective November 1 of each year. Includes employees who are active or on paid leave. Excludes student employees, unpaid employees and employees on unpaid leave or layoff/suspension. Where employees have concurrent assignments, the highest-ranking appointment is counted.
- b) Clinical Faculty moved from unpaid to hourly paid (Summer 2018), increasing headcount for Faculty (Non-Bargaining Unit) by approximately 400.
- c) Executive headcount is reported inside this combined category. For 2020, the executive headcount is 39 people.

Figure 2: Distribution of Faculty and Staff by Career Category, 2017-2020

Career Category	Percent of Total			
	2017	2018	2019	2020
Academic ^a	35.3%	37.0%	36.1%	36.41%
Learning	11.7%	11.3%	11.2%	11.41%
Research & Innovation	13.4%	12.9%	12.9%	13.42%
Business & Administration (Faculties)	7.1%	7.1%	6.7%	7.4%
Business & Administration (Centralized)	9.1%	9.0%	9.9%	9.8%
Community, Life & Wellbeing	7.4%	7.2%	7.6%	7.0%
Facilities & Planning	7.7%	7.7%	7.4%	7.4%
Information Technology	5.0%	4.8%	4.9%	5.3%
Others	3.3%	3.1%	3.2%	1.9%
Total	100%	100%	100%	100%

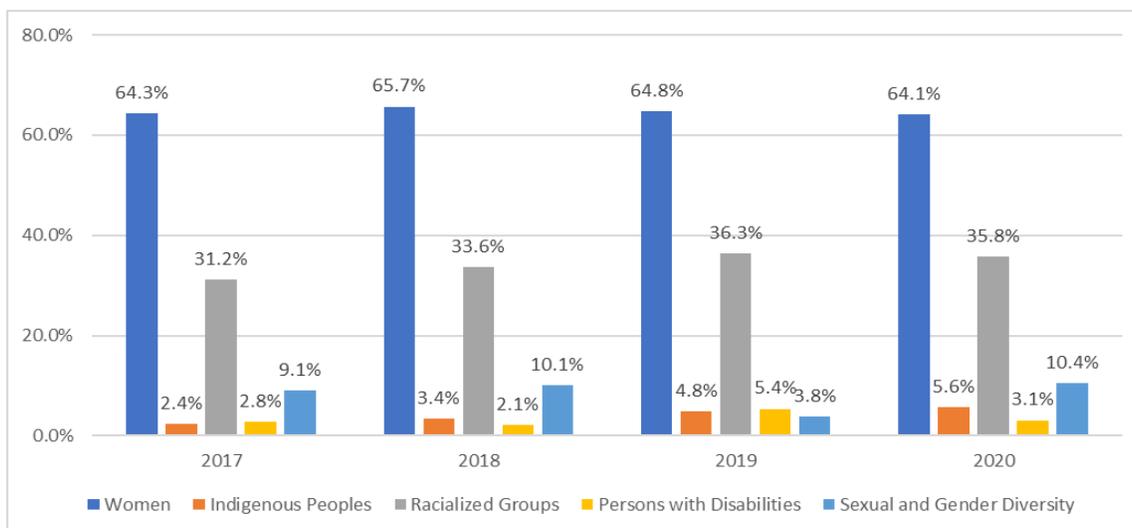
- a) Includes Bargaining Unit Faculty and Non-Bargaining Unit Faculty

Figure 3: Voluntary Turnover by Employment Group, 2017-2020

Employment Group	Bargaining Unit	Percent Voluntary Turnover ^a			
		2017	2018	2019	2020
BCGEU Okanagan Campus ^b	BCGEU	5.3%	10.3%	10.2%	13.2%
Childcare ^c	BCGEU	12.9%	18.4%	19.4%	11.9%
CUPE 116	CUPE116	7.5%	11.2%	9.8%	4.7%
CUPE 2950 ^d	CUPE2950	9.1%	11.2%	10.3%	7.4%
English Language Instructors	CUPE2278 ^b	4.1%	0.0%	2.5%	2.6%
Executive Administrative Staff	None	6.5%	27.1%	10.6%	9.1%
Faculty (Bargaining Unit)	UBC FA	0.9%	0.9%	0.7%	1.0%
Faculty (Non-Bargaining Unit)	None	5.6%	5.0%	4.7%	5.1%
Management and Professional ^e	AAPS ^e	6.9%	7.3%	6.5%	5.1%
Non-Unionized Technicians	None	17.3%	15.5%	18.4%	11.4%
Operating Engineers	IUOE882	1.6%	5.1%	3.3%	5.0%
Senior Executive ^f	None	0.0%	10.3%	6.1%	2.6%
Other Staff ^g	None	3.6%	3.7%	3.9%	2.5%
Total^h		6.3%	7.1%	6.7%	5.1%
Benchmark Comparisonⁱ		6.1%	6.7%	7.3%	5.8%

- a) Effective November 1 of each year. Includes Resignations, Job Abandonment, and Return to School only.
- b) Excludes Teaching Assistants.
- c) Includes Auxiliary, Kids Club, and BCGEU Vancouver.
- d) Includes Chan Centre.
- e) Includes AAPS, Excluded Management & Professional, and the Service Unit Director group.
- f) Both academic and administrative executives are included.
- g) Includes Sport Instructors and Non-Union Childcare.
- h) Total includes the following groups not listed above: CUPE 116 Aquatic Centre and Agassiz Farm employees.
- i) Benchmark data is based on the resignation rate from the HR Metrics Service, Annual Detailed Report, All Sectors, permanent employees only, for the respective calendar year listed.

Figure 4: Voluntary Turnover by Employment Equity Category, 2017-2020



* Women: Number of people who identified as Woman in HRMS/Workday and left UBC voluntarily divided by the total number of people who could be linked to the EE database and who left UBC voluntarily.

** Indigenous Peoples, Racialized Groups, Persons with Disabilities, Sexual/Gender Diversity: Number of people who identified in the Employment Equity groups as part of the Employment Equity survey and left UBC voluntarily divided by the total number of people who responded to the Employment Equity survey and left UBC voluntarily.

Figure 5: Headcount Representation by Employment Equity Category and Level of Position, November 2020

Level of Position	Employment Equity Category (Percent of Total) ¹				
	Women	Indigenous Peoples	Racialized Groups	Persons with Disabilities	Sexual and Gender Diversity
Executives and Academic Leaders					
Executives and Academic Leaders ²	43.2% ▲	1.9% ▼	15.1% ▲	0.0% ►	9.4% ▼
Research and Teaching Faculty					
Full Professors	28.9% ▲	1.2% ▼	18.2% ▲	2.4% ▼	7.1% ▲
Associate Professors	43.2% ▲	2.1% ▲	20.2% ▲	6.3% ▲	7.8% ▲
Assistant Professors	44.9% ▼	3.9% ▲	26.7% ▲	3.3% ▼	11.7% ▼
Teaching Faculty					
Professor of Teaching	60.5% ▼	0.0% ►	23.5% ▲	5.9% ▼	20.6% ▲
Associate Professors of Teaching	52.6% ▲	0.7% ►	21.1% ▲	6.8% ▲	7.5% ▼
Assitant Professors of Teaching	60.2% ▼	4.3% ▲	27.5% ▲	2.9% ▲	14.5% ▲
Clinical Faculty					
Clinical Professor	63.6% ▲	0.0% ►	33.3% ▲	11.1% ▲	0.0% ►
Clinical Associate Professor	33.3% ▼	0.0% ►	50.0% ►	0.0% ▼	0.0% ►
Clinical Assistant Professor	39.4% ▼	0.0% ►	18.2% ▼	0.0% ►	0.0% ►
Clinical Instructor	57.5% ▲	x	x	x	x
Term, Part Time and Other Faculty					
Lecturer	61.0% ▲	3.2% ▼	29.6% ▲	4.0% ▼	8.5% ▼
Non-Tenured Professors & Instructors	53.8% ▼	4.0% ▲	12.0% ▼	0.0% ▼	20.0% ▲
Sessional Lecturer Continuing	34.5% ▼	0.0% ▼	31.0% ▲	3.4% ▲	0.0% ►
Sessional Lecturer	57.2% ▲	0.9% ▲	20.4% ▼	6.5% ▲	15.7% ▲
Research Associate	48.7% ▲	2.5% ▲	27.4% ▼	1.5% ▼	7.1% ▼
Adjunct Professor	53.9% ▲	2.6% ▲	20.5% ▲	2.6% ▲	12.8% ▲
Librarian	70.3% ▼	6.7% ▲	17.3% ▼	5.3% ▲	13.3% ▼
Program Director	x	x	x	x	x
Staff					
Senior Professional or Leader	47.1% ▲	2.0% ▲	27.5% ▲	1.6% ▼	6.1% ▲
Mid-Level Professional	58.6% ▼	3.5% ▲	34.9% ▲	3.4% ▲	7.1% ▲
Junior Professional	68.8% ▼	3.3% ▼	35.3% ▲	3.6% ▼	9.0% ▲
Union and Non-Union Staff	61.3% ▲	2.8% ►	47.0% ▲	4.8% ▲	7.6% ▼
Emeriti and Other Faculty & Staff Positions					
Emeriti Faculty, Tenured	11.8% ▲	0.0% ►	11.1% ▼	0.0% ▼	0.0% ►
Emeriti Lecturers & Clinical Faculty	x	n.a.	n.a.	n.a.	n.a.
Emeriti Librarians & Program Directors	x	x	x	x	x
Other Faculty & Staff Positions	46.9% ▲	1.6% ▼	27.3% ▼	1.1% ►	5.5% ▲
Total - UBC	56.5% ▲	2.8% ▲	34.7% ▲	3.8% ►	8.0% ▲
National Benchmark³	48.2%	4.0%	21.3%	9.1%	n.a.
Provincial Benchmark³	48.4%	5.2%	28.2%	11.0%	n.a.

Note that these categories are not mutually exclusive, which means a person can self-identify in more than one equity category.

- 1) Employment Equity representation is based on responses from those eligible to participate in UBC's employment equity questionnaire which has a response rate of 65% in Vancouver and 68% in the Okanagan. Data on Women is taken directly from the Human Resource Management system. Sexual and Gender/Diversity combines data for those who self-identified as lesbian, gay, bisexual, queer or questioning, trans*, transsexual, intersex, asexual +, or other analogous term.
 - 2) Executives and Academic Leaders include the President, Vice-Presidents, Associate Vice-Presidents, Deans, Principals, non-Dean positions such as Senior Advisors, University Librarian, Associate Provosts, Associate/Vice Deans, Heads and Directors, and Acting or Assistant roles of a similar nature. Excludes those academic leaders, that are reported amongst tenure-stream faculty.
 - 3) Provincial and National Benchmarks are based on the 2016 census data, which is the most recent available data.
n.a. = Sexual and Gender Diversity benchmark data is not available.
- ▲ indicates an increase of representation compared to the year prior.
▶ indicates the representation remained the same to the year prior
▼ indicates a decrease of representation compared to the year prior

Figure 6: Tenure-Stream Faculty New Hires by Campus and Rank, 2017–2020

Campus	Rank	Number of New Hires			
		2017	2018	2019	2020
Okanagan	Full Professor	0	4	0	0
	Associate Professor	1	0	0	1
	Assistant Professor	6	17	21	14
	Professor of Teaching	0	0	0	0
	Associate Professor of Teaching	1	0	1	0
	Assistant Professor of Teaching	2	0	4	5
Okanagan Total	Subtotal	10	21	26	20
Vancouver	Full Professor	4	14	11	11
	Associate Professor	6	16	7	17
	Assistant Professor	57	58	96	83
	Professor of Teaching	0	0	0	0
	Associate Professor of Teaching	2	0	0	1
	Assistant Professor of Teaching	14	29	24	19
Vancouver Total	Subtotal	83	117	138	131
UBC Total^a	Total	93	138	164	151
UBC Total^a	Percent Change from Year Prior	n.a.	48%	19%	-8%

a) The total excludes Librarians, Postdoctoral Fellows, Program Directors, Other Faculty Appointments (term, part-time) and Visiting Academics.

Please note that this data includes new hires, reappointments, and new appointments attributable to additional responsibility. Faculty data for new hires uses a different methodology from staff data, where the latter looks exclusively at those who are new to UBC.

Figure 7: Tenure-Stream Faculty New Hires by Campus and Faculty, 2017–2020

Campus	VP/Faculty	Number of New Hires			
		2017	2018	2019	2020
Okanagan	School of Education	0	0	0	1
	Faculty of Management	0	1	1	1
	Irving K. Barber School of Arts & Sciences ^a	1	10	15	0
	Irving K. Barber Faculty of Arts & Social Sciences	0	0	0	7
	Irving K. Barber Faculty of Science	0	0	0	5
	Faculty of Creative & Critical Studies	2	1	5	4
	Faculty of Health & Social Development	1	2	4	0
	Faculty of Applied Science	6	7	1	2
Okanagan Total	Subtotal	10	21	26	20
Vancouver	Peter A. Allard School of Law	7	3	7	3
	Faculty of Pharmaceutical Sciences	3	1	2	2
	Faculty of Applied Science	9	15	12	15
	Faculty of Arts	28	37	46	43
	Faculty of Dentistry	0	1	1	2
	Faculty of Education	1	9	12	5
	Faculty of Forestry	2	7	6	7
	Faculty of Land & Food Systems	6	1	3	5
	Faculty of Medicine	3	15	23	23
	Faculty of Science	14	20	20	19
	The Sauder School of Business	9	6	6	6
	VP Academic & Provost	1	2	0	1
Vancouver Total	Subtotal	83	117	138	131
UBC Total^b	Total	93	138	164	151
UBC Total^b	Percent Change from Year Prior	n.a.	48%	19%	-8%

a) On July 1, 2020 the Irving K. Barber School of Arts and Sciences (IKBSAS) transitioned from one Faculty into two autonomous faculties. Those faculties are now the Irving K. Barber Faculty of Arts and Social Sciences and the Irving K. Barber Faculty of Science.

b) The total excludes Librarians, Postdoctoral Fellows, Program Directors, Other Faculty Appointments (term, part-time) and Visiting Academics.

Please note that this data includes new hires, reappointments, and new appointments attributable to additional responsibility. Faculty data for new hires uses a different methodology from staff data, where the latter looks exclusively at those who are new to UBC.

Figure 8: Staff New Hires by Campus and Employment Group, 2017–2020

Campus	Employment Group	Number of New Hires			
		2017	2018	2019	2020
Okanagan	BCGEU Okanagan Campus	57	56	239	68
	CUPE 2950	0	1	0	0
	Management and Professional	42	41	76	56
	Senior Executive	0	0	0	1
	Staff - Other ^a	8	11	5	1
Okanagan Total		107	109	320	126
Vancouver	Childcare	38	37	47	29
	CUPE 116	389	389	394	90
	CUPE 2950	302	313	390	193
	Management and Professional	355	429	482	365
	Non-Unionized Technicians	178	158	198	144
	Senior Executive	2	1	1	1
	Staff - Other ^a	252	300	351	132
Vancouver Total		1,516	1,627	1,863	954
UBC Total		1,623	1,736	2,183	1,080
	Percent Change from Year Prior	n.a.	7%	26%	-51%

a) Includes Executive Administrative, Operating Engineers, Sport Instructors, and Farm Workers. Please note that this data includes new hires only (no rehires, transfers and promotions).

Figure 9: Staff New Hires by Campus and Faculty (FTE), 2017–2020

Campus	VP/Faculty	FTE of New Hires			
		2017	2018	2019	2020
Okanagan	AVP Finance & Operations	25	16	165	30
	AVP Students	8	14	10	8
	College of Graduate Studies	1	0	1	1
	Deputy Vice Chancellor & Principal	5	4	9	4
	Faculty of Applied Science	0	0	6	7
	Faculty of Creative & Critical Studies	1	2	1	3
	Faculty of Health & Social Development	7	6	14	11
	Faculty of Management	1	2	2	2
	Irving K. Barber School of Arts & Sciences	3	6	3	0
	Irving K. Barber Faculty of Arts & Social Sciences	0	0	0	1
	Irving K. Barber Faculty of Science	0	0	0	2
	Provost & Vice President Academic	2	5	12	6
	School of Education	0	0	1	0
	Vice Principal, Research	8	3	4	3
Okanagan Total	Subtotal	62	57	229	78
Vancouver	Office of the President	2	7	7	1
	VP Academic & Provost	133	101	130	77
	VP Development & Alumni Engagement ^a	19	18	28	12
	VP External Relations	6	13	13	10
	VP Finance and Operations	79	92	118	85
	VP Health	0	0	0	1
	VP Human Resources (excl. Hiring Solutions Temp Staff)	13	16	11	8
	VP Human Resources - Hiring Solutions Temp Staff	28	30	45	60
	VP Research & Innovation	15	20	22	8
	VP Students	214	203	218	62
	Faculty of Applied Science	49	75	76	52
	Faculty of Arts	31	39	32	29
	Faculty of Dentistry	15	9	10	4
	Faculty of Education	11	15	13	9
	Faculty of Forestry	15	6	11	12
	Faculty of Graduate & Postdoctoral Studies	2	5	4	2
	Faculty of Land & Food Systems	8	10	11	11
	Faculty of Medicine ^a	167	182	225	143
	Faculty of Pharmaceutical Sciences	3	4	9	8
	Faculty of Science	41	65	57	33
Peter A. Allard School of Law	3	6	1	6	
The Sauder School of Business	24	32	33	18	
Vancouver Total	Subtotal	876	949	1,072	649
UBC Total	Total	938	1,006	1,301	727
UBC Total	Percent Change from Year Prior	n.a.	7%	29%	-44%

a) On average these portfolios have 1 to 2 FTE New Hires per year located at the Okanagan campus, but reporting to the Vancouver campus.
Please note that this data includes new hires only (no rehires, transfers and promotions).

Figure 10: Staff New Hires by Campus and Faculty (Headcount), 2017–2020

Campus	VP/Faculty	2017	2018	2019	2020
Okanagan	AVP Finance & Operations	41	32	218	45
	AVP Students	18	21	18	9
	College of Graduate Studies	1	0	1	1
	Deputy Vice Chancellor & Principal	6	4	10	4
	Faculty of Applied Science	2	2	9	10
	Faculty of Creative & Critical Studies	2	5	3	4
	Faculty of Health & Social Development	13	15	27	25
	Faculty of Management	3	5	5	3
	Irving K. Barber School of Arts & Sciences	6	12	8	0
	Irving K. Barber Faculty of Arts & Social Sciences	0	0	0	2
	Irving K. Barber Faculty of Science	0	0	0	8
	Provost & Vice President Academic	4	6	13	7
	School of Education	0	1	1	0
	Vice Principal, Research	8	3	6	4
Okanagan Total	Subtotal	104	106	319	122
Vancouver	Office of the President	2	8	7	1
	VP Academic & Provost	155	119	138	83
	VP Development & Alumni Engagement ^a	19	18	28	13
	VP External Relations	9	14	17	13
	VP Finance and Operations	96	109	138	96
	VP Health	0	0	0	1
	VP Human Resources (excl. Hiring Solutions Temp Staff)	14	17	11	8
	VP Human Resources - Hiring Solutions Temp Staff	104	100	153	114
	VP Research & Innovation	17	31	32	9
	VP Students	559	564	616	143
	Faculty of Applied Science	61	131	132	87
	Faculty of Arts	64	67	73	48
	Faculty of Dentistry	28	14	21	11
	Faculty of Education	20	16	16	11
	Faculty of Forestry	16	9	20	16
	Faculty of Graduate & Postdoctoral Studies	2	5	5	2
	Faculty of Land & Food Systems	17	18	22	20
	Faculty of Medicine ^a	253	268	326	212
	Faculty of Pharmaceutical Sciences	3	4	10	8
	Faculty of Science	54	79	62	38
Peter A. Allard School of Law	3	7	2	6	
The Sauder School of Business	23	32	35	18	
Vancouver Total	Subtotal	1,519	1,630	1,864	958
UBC Total	Total	1,623	1,736	2,183	1,080
UBC Total	Percent Change from Year Prior	n.a.	7%	26%	-51%

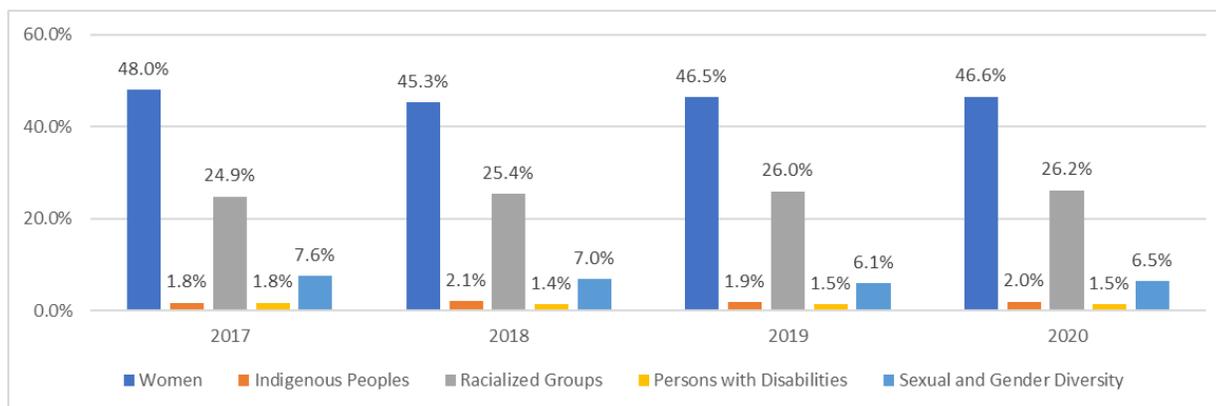
a) On average these portfolios have 1 to 2 New Hires per year located at the Okanagan campus, but reporting to the Vancouver campus. Please note that this data includes new hires only (no rehires, transfers and promotions).

Figure 11: Age Distribution of Staff New Hires, 2017-2020

Age Range	Okanagan				Vancouver			
	2017	2018	2019	2020	2017	2018	2019	2020
24 & Under	27%	28%	24%	15%	31%	32%	33%	24%
25 to 34	32%	29%	29%	40%	36%	36%	35%	41%
35 to 44	21%	23%	19%	23%	16%	17%	17%	20%
45 to 54	14%	13%	13%	13%	12%	11%	10%	10%
55 to 64	7%	5%	12%	7%	5%	4%	5%	4%
65 & Over	0%	3%	2%	1%	0%	1%	0%	1%
Total	100%	100%	100%	100%	100%	100%	100%	100%
# of Hires	107	109	320	126	1,516	1,627	1,863	954

Please note that this data includes new hires only (no rehires, transfers and promotions).

Figure 12: Headcount Representation of Senior Leaders* at UBC by Employment Equity Category, 2017-2020



*Includes Senior and Mid-Executives, Academic Leaders (e.g. Deans, Associate/Vice Deans, Principals, Heads, Directors, etc.), and Senior Professional or Leader. Note that these categories are not mutually exclusive, which means a person can self-identify in more than one equity category.