



a place of mind  
THE UNIVERSITY OF BRITISH COLUMBIA

# Equity and Inclusion Office Annual Report 2013

Human Rights

Employment Equity

Rule Out Racism

Intercultural Understanding

Positive Space Campaign

# Introduction

The Equity and Inclusion Office (EIO) provides a variety of supportive services and resources to the UBC community. These services range from building capacity and supporting UBC's academic departments and administrative units in the informal management and resolution of equity-related concerns, to educational and training programs that foster a university community which values difference and respects the human rights of all its members.

The goal of the EIO is to promote diversity and equity in order to ensure that everyone has full access to and is encouraged to fully participate in the educational and employment opportunities of the UBC community. This report summarizes the work of all members of the EIO team for the year 2013.

The former UBC Equity Office underwent significant restructuring throughout 2013 as reflected in its new name: Equity and Inclusion Office. This report includes a summary of *Implementing Inclusion – A Consultation on Organizational Change to Support UBC's Commitments to Equity and Diversity*, a report on the 2013 equity and diversity consultations and recommendations; UBC responses to the *Implementing Inclusion* report; education strategy and key programs; and conflict management. It will also cover programs and initiatives from Equity and Inclusion Office associates regarding employment equity, faculty hiring processes and intercultural understanding.

A central pillar of the EIO's mandate is UBC's plan *Valuing Difference: Strategy for Advancing Equity & Diversity at UBC* (<http://diversity.ubc.ca/>). This 2010 plan seeks to embed principles of equity and diversity throughout UBC's planning processes and day to day operations. It also provides an opportunity to engage the UBC community in dialogue about equity issues on our campuses, and to expand opportunities for all community members to engage in a variety of equity, diversity and intercultural initiatives together.

The EIO has found that change is most effectively implemented by taking a supportive approach and working within, and collaborating between, existing structures. Thus, the EIO promotes change by acknowledging the autonomy of academic departments and service units, while supporting and resourcing them to integrate principles of equity and diversity into their day-to-day operations.

For more information about our offices, new staff members, educational initiatives and policies, please see our websites at [www.equity.ubc.ca](http://www.equity.ubc.ca) and <http://web.ubc.ca/okanagan/equity>.

**UBC is committed to providing an environment where equity, diversity, and inclusion are valued in all areas of the university.**

# Implementation of Recommendations

2013 was a year of transition for the Equity and Inclusion Office. Change began with the retirement of Tom W. Patch, Associate Vice President Equity on December 31, 2012 and the appointment of Dr. Gurdeep Parhar as Acting Associate Vice President, Equity and Inclusion (AVP) in January 2013.

In January 2013, UBC began a broad-based consultation with the UBC community to consider the structure of existing equity and diversity activities across the University. The consultation was led by human rights lawyer Nitya Iyer and UBC Ombudsperson Shirley Nakata, whose mandate was to seek feedback on the current structure and provide recommendations that would enable UBC to fulfill its commitment to equity and inclusion as a core value of *Place and Promise: The UBC Plan*.

## Implementing Inclusion Report

The *Implementing Inclusion* report for UBC was released in May 2013 along with the university's Phase 1 and 2 Responses. The University's response is a phased one and there will be future phases during which the UBC community will be consulted to enable the EIO to implement and experience inclusion across campuses. You are invited to read the full report, *Implementing Inclusion: A Consultation on Organizational Change to Support UBC's Commitments to Equity and Diversity*.

## Summary of Recommendations

### Broader Executive Responsibility

Institutional responsibility for equity and inclusion will be shared among four Executive portfolios: the Provost and VP, Academic; Provost and Vice-Principal (UBC's Okanagan campus); VP, Students; and VP, Human Resources. One of the four portfolios will take the lead on a rotating basis, beginning with the VP, Human Resources, who will be the lead for the next two years.

### Integrated Program Leadership

The AVP, Equity and Inclusion will hold overall responsibility for leading equity and inclusion at UBC, through the EIO. The AVP reports to the equity and inclusion lead on the UBC Executive—for the next two

years, the VP, HR. The four Executive leaders will meet with the AVP on a frequent basis to determine strategy, priorities and resource commitments.

### Equity and Inclusion Office

Structure of the new Equity and Inclusion Office adheres to the staffing recommendations outlined in the report.

A number of distinct staff roles were filled by September 2013:

- Executive Assistant to the Equity and Inclusion Office
- Director, Conflict Resolution
- Equity and Inclusion Educators (two)
- Communications Coordinator
- Human Resources position (.5 in the Equity and Inclusion Office and .5 in Human Resources)
- Director of Compliance in the office of University Counsel
- Analyst in the office of Planning and Institutional Research

### Subject matter experts - Equity and Inclusion Office Associates:

Senior Advisor to the Provost (SAP) on Women Faculty, Rache Kuske.

- Assistant to Senior Advisor to the Provost on Women Faculty
- Strategic Initiatives Manager, Provost's Office (UBC) and Dean's Office (Science)

Director of Intercultural Understanding Strategy Development, Alden Habacon.

- Assistant to Director of Intercultural Understanding Strategy Development.

# Phase II Consultations

In summer 2013, the Acting AVP, Equity and Inclusion led consultations with key external constituencies in the Okanagan and Vancouver campuses to share the *Implementing Inclusion* report and the University's response and recommendations. Discussions were quite robust and enlightening and provided further input into the EIO as well as insight into the attributes of the future AVP, Equity and Inclusion.

## Summary of recommendations from UBC Vancouver consultations:

- Need to promote the services offered by Equity and Inclusion Office
- Clarify issues around governance, accountability and responsibility at Equity and Inclusion Office
- Build a sense of community for equity and inclusion
- Promote visibility and access to equity & inclusion information across campus
- Create a structural model that is flexible and responsive to needs of UBC community
- Support for UBC's broader equity concerns ie. curriculum, intercultural understanding
- How can UBC support diversity in all units, ie. in existing and new departmental Equity Plans
- Share best practices and success stories

Six consultation meetings were held from July to September 2013 with 118 participants in total. Participants represented the following units:

- Access and Diversity
- AAPS
- AMS Student Society of UBC Vancouver
- Centre for Teaching, Learning and Technology
- Chan Centre
- CUPE 2278
- Enrolment Services - Student Communications Services
- Department of French, Hispanic and Italian Studies
- Department of Art Education
- Department of Art History, Visual Art & Theory
- Department of Botany

- Department of Cellular and Physiological Sciences
- Department of Computer Science
- Department of Geography
- Department of Language and Literacy - Education
- Department of Music
- Department of Physics and Astronomy
- Faculty of Arts - Communications & Strategy
- Faculty of Education
- Faculty of Forestry
- Faculty of Law
- Faculty of Science
- Faculty of Graduate Studies
- Faculty of Medicine
- Faculty of Medicine, Pathology and Laboratory Medicine
- Faculty of Medicine - Medical Genetics
- Faculty Relations
- First Nations House of Learning
- First Nations House of Learning - Xwi7xwa Library
- Health, Wellbeing and Benefits - Human Resources
- Human Resources
- Institute for Gender, Race, Sexuality and Social Justice
- Institute for Resources, Environment and Sustainability
- Irving K Barber Learning Centre
- Museum of Anthropology
- Office of the Ombudsperson for Students
- Payment & Procurement Services
- Provost Office
- School of Social Work
- Science and Provost office
- Sexual Assault Support Centre
- Student Development & Services
- Sauder School of Business
- UBC Library
- Vancouver Coastal Health Research Institute
- Workplace Health Services (HR)

# Phase II Consultations

## **Summary of recommendations from UBC Okanagan consultations:**

- Improve awareness of Equity and Inclusion Office
- Cultural issues to factor into new structure
- Clearly communicate equity & diversity priorities
- Embed activities in courses and campus life that support better engagement and awareness of benefits of equity and diversity
- Capacity of the UBCO Equity and Inclusion Office
- Training for faculty/staff/student reps

Three consultation meetings were held from July 2013 to September 2013 with 39 participants in total. Participants represented the following units:

- Aboriginal Programs and Services
- Campus Life - AVP Students
- Creative and Critical Studies
- Department of Critical Geography
- Department of Educational Studies
- Deputy Vice Chancellor & Principal Office - Equity Representative
- Disability Resource Centre
- Equity Representative in the DVC & Principal Office
- Enrolment Services
- Faculty of Education
- Faculty of Education-Dean's Office
- Faculty of Health and Social Development
- Faculty of Management
- Faculty of Medicine
- Financial Services
- Human Resources
- IK Barber School of Arts and Sciences Unit
- International Student Initiative
- Master of Social Work
- Okanagan Library
- Office of the Ombudsperson for Students
- Student Development and Advising
- Student Services and Financial Support

# Education & Training

The education strategy of the Equity and Inclusion Office following the *Implementing Inclusion* report has an emphasis on equity and inclusion.

Educational activities undertaken by staff raise awareness of UBC policies, statements and commitments, and promote practices to strengthen both equity and inclusion on campuses. In response to the *Implementing Inclusion* report and UBC's strategic plan: *Place and Promise*, a proactive education strategy focuses on three key groups:

- 1. New UBC community members:**  
New faculty and staff will be engaged through training and materials available online.
- 2. Key UBC community members:**  
Key administrators and faculty and staff members will be identified for training on UBC policies and issues of inclusion.
- 3. Interning UBC community members:**  
Where training/education does not already exist, the Equity and Inclusion Office will offer training and on-line resources to prepare UBC students for their various course requirements to be served in the broader community (i.e., co-op students, placement students, etc.).

## About the Education Portfolio

Education and training outreach includes tailored presentations and/or panel discussions for students, staff, faculty and representatives from unions, employee associations, departmental equity committees and the wider community.

Topics may range from inclusivity, anti-racism, dis/able-ism and anti-homophobia (Positive Space Campaign workshops) to topics related to gender and intercultural understanding, to promote and sustain respectful learning and working environments for all.



*Donna Lester-Smith, Equity and Inclusion educator*

## Workshops, Presentations and Events

From September 2013 to December 2013, the two Equity and Inclusion Educators facilitated a number of meetings, presentations, and workshops for university administrators, faculty, staff, and students. In addition, they participated in student and staff orientation events including Thrive Week, Staff BBQ, graduate student and new staff orientations.

### Educational and training outreach:

Centre for Teaching and Learning Technology  
Centre for Intercultural Communication  
Department of Geography  
Department of Linguistics  
Faculty of Asian Studies  
First Nations House of Learning  
Global Lounge  
International House  
Provost Office

Education and training outreach programs aim to promote and sustain respectful learning and working environments to the campus at large. Educators offered thorough equity overviews or created a customized presentation that was responsive to each group's particular interests/concerns regarding equity and inclusion at UBC. In this case, the facilitating Educator will meet with a faculty, department, or representatives in the lead-up to the workshop to identify the content and format of the presentation.

# Education & Training

Standard and custom workshops cover a variety of human rights and equity-related topics such as discrimination and harassment, sexual harassment, diversity, anti-racism, anti-heterosexism, anti-bullying, accommodation under human rights law, and employment and educational equity.

Presentations are similar in the range of topics discussed, but are typically less than two hours in length. Workshops are typically two to three hours in length and include a mixture of lecture and interactive techniques such as question and answer periods, case studies, and discussion.

Standard and customized presentations and workshops include:

- Basic Equity and Inclusion at UBC
- Equity and Inclusion at UBC, with scenarios
- Positive Space Campaign
- Roles and Responsibilities for Administrative Heads of Units
- Equity Recruitment and Hiring at UBC
- Inclusion Practices in the Classroom
- Inclusion Practices in the Workplace
- Institutional Racism
- Constructive Conflict
- Healthy Supervisor & Student Relationships

## Key Programs and Initiatives

### Positive Space Campaign



The Positive Space Campaign is an initiative intended to help make UBC more receptive to and welcoming of its lesbian, gay, bisexual, trans\* (transgender, transsexual, trans-identified), two-spirit, queer, questioning, intersex and asexual (LGBT\*TQIA+)

communities, individuals and issues of sexual and gender diversity on campus.

It aims to foster a welcoming atmosphere and inclusive, respectful dialogue on campus for people of all sexual orientations and gender identities by identifying spaces where sexual and gender diversity is supported and valued.

In 2013, the previous Equity Office completed 20 standard and customized Positive Space workshops. During the transition period a waiting list for workshops was taken and the new Equity and Inclusion Office educators completed two workshops in November 2013.

In Fall 2013 the educators began a Positive Space program review which will continue into 2014/15. It is the first review since the program's inception in 2002.

#### Testimonials from Positive Space participants

*So great that this session is held. Thank you. For me this was a big introduction to the LGBTQQI community, which I had very little knowledge about.*

*Thank you for your support of all of us – students, staff, and faculty alike on campus. More knowledge and info about this topic is always appreciated.*

*While I am very familiar with having many of the issues, the UBC specific context of the workshop was very useful for me as a staff member.*



# Education & Training

## Administrative Heads of Unit Initiative

Educators met with new Administrative Heads of Units (AHUs), either one-on-one or in small groups, to discuss the role of the EIO, and how it can help AHUs meet the responsibilities of their new role as it relates to UBC's Discrimination and Harassment Policy (Policy #3) and equity and inclusion more generally at UBC.

They offered a review of (1) UBC's Discrimination and Harassment Policy (Policy #3), and other policies that guide equity initiatives at UBC; (2) Services available through the Equity and Inclusion Office; (3) Role of the AHU in addressing Equity and inclusion; and (4) Strategies for departments regarding equity and inclusion.

## Promoting UBC's Respectful Environment Statement

The EIO continues to work closely with other units, especially Human Resources, to promote the Respectful Environment Statement across campuses.

## Equity Briefings for Search Committees

In 2010, the EIO and Faculty Relations introduced and co-facilitated equity briefings for Decanal searches and other senior academic positions. Equity training has been provided to faculty search committees since 2011. These initiatives, which were very well received, will continue and be expanded to include equity hiring guidelines.

## Inclusive Campus Initiative

The Inclusive Campus Initiative on the Okanagan campus is a collaborative effort of the EIO, the Disability Resource Centre, Campus Security and Facilities and is endorsed by the Deputy Vice Chancellor's Committee on Human Rights and Equity. The Initiative aims to create a more welcoming campus and raises awareness of how and where to seek

assistance in relation to physical accessibility barriers, personal safety concerns and discrimination. Decals have been placed in the new building on campus.

## UBC Breastfeeding Initiative



The EIO on both campuses collaborates with Human Resources - Health and Wellbeing, to promote and create a network of breastfeeding-friendly spaces across campus.

While UBC acknowledges and supports women's right to breastfeed anywhere on campus, this particular initiative addresses the fact that some mothers prefer to breastfeed their children in more discreet settings for personal, religious or cultural reasons.

To support this initiative, a network of private and semi-private spaces across campus continue to be identified to serve as breastfeeding-friendly spaces for students, staff and faculty.

### Breastfeeding spaces at UBC:

- Okanagan campus <http://www.ubc.ca/okanagan/hr/health/family.html>
- Vancouver campus <http://www.hr.ubc.ca/health/healthy-ubc-initiatives/breastfeeding-friendly-spaces/>

## Scent-Free Work Area Initiative



The EIO maintains a scent-free work area because it recognizes that the effects of scented and chemical based products can and do cause serious problems for many people, especially those with asthma, allergies or other environmental illnesses.



# Education & Training

By proactively moving to minimize and eliminate scents and avoiding the use of chemical based products in shared environments, the University can present a healthy and safe environment for all those “we share the air” with.

## Educational Goals for 2014

- Positive Space Campaign’s first Resource Person Appreciation event
  - Positive Space’s first program evaluation survey and report
  - UBC Vancouver’s first Rule Out Racism event
  - Equity and Enhancement Fund adjudication participation
  - Capacity-building with the First Nation’s House of Learning
  - Capacity-building with International House and Global Lounge (Student Development)
  - Support for Equity Committee Initiatives (Social Work, Political Science, Geography, Nursing)
  - New partnership with HR to provide staff equity recruitment and hiring awareness presentations
  - New partnership with AAPS Union to provide equity awareness presentations during orientations and/or trainings
  - New and ongoing partnerships with several campus-wide committees: Sexual Assault Support Centre (SASC); REALLY (active bystander) Campaign; Indigenous Student Association; Equity Trainings (cross-campus) Group; Internal Policy Committees that address discrimination and harassment.
  - Networking: Sharing UBC Positive Space program design and facilitation guidelines with other post-secondary institutions and sectors, member of the Canadian Association for the Prevention of Discrimination and Harassment in Higher Education.
- Educational Strategic Plans for 2014/15
  - Film screening and discussion of Vivek Shraya’s *“What I LOVE about being QUEER”*
  - Online Educational Equity video modules
  - Support Information for transgender staff and faculty
  - Update language in office pamphlets and online information files
  - UBC/Vancouver City event collaboration for Asian Heritage Month (May)

# Equity Enhancement Fund

The Equity Enhancement Fund provides support for new initiatives designed to enhance equity at UBC. The initiatives may benefit students, faculty or staff and there are separate funds for the Vancouver and Okanagan campuses.

## Goals for 2014 - Provost's Advisory Committee on Equity and Diversity

Promote the Equity Enhancement Fund on the Vancouver and Okanagan campus and create an online "community of practice" with stories and reports from current (2014) and past fund recipients. Through sharing of these best practices they hope to encourage participation in the fund.

1. Create awareness and encourage participation in the Equity Enhancement Fund and related events through communications outreach to Faculties and departments across campuses.
2. Encourage accountability through storytelling and reporting from Equity Enhancement Fund recipients.
3. Develop a web-based community of practice website for sharing best practices and experiences from groups who have received Equity Enhancement Funds.



Timeline Project: [timeandplace.ubc.ca](http://timeandplace.ubc.ca) by the Centre for Teaching, Learning and Technology

## 2013/14 Equity Enhancement Fund Recipients

Six projects at UBC Vancouver were awarded funds in 2013 -2014.

1. **Knowing Our History HERE: Place Based Educational Resources** to better understand Indigenous presence on UBC Vancouver campus.

*Applicants:* Centre for Teaching, Learning and Technology - Amy Perreault, Coordinator of Aboriginal Initiatives, Hanae Tsukada, Professional Development Coordinator and Sarah Ling, Aboriginal Initiatives Graduate Academic Assistant.

### Objective:

To advance knowledge of local Indigenous histories on campus and support the development of inclusive teaching, learning and living environments for all students by digitally revitalizing UBC's historical events that impact Aboriginal student life on campus. Projects showcased an array of UBC's relationships with First Nations, and engaged with all students to participate in locating their place within this intercultural history.

### Projects:

- **Totem Park video resource project:** Produce short films as a resource for students about the newest buildings at Totem Park Residence (a first-year dormitory) that were named in partnership with Musqueam.
- **Time and Place at UBC: Our Histories and Relations.** Web-based timeline documents major historical events involving Aboriginal students at UBC along with the institutional, provincial, and national historical events.
- **Oral History Project:** Produce an oral history project of Elder Larry Grant (Musqueam Elder-in-Residence, UBC First Nations House of Learning) in partnership with Gerry Lawson (Oral History and Language Lab Coordinator, Museum of Anthropology).

# Equity Enhancement Fund



## 2. Professional Development and Mentoring Strategies for Engaging in the Practice of Indigenous Education in Teacher Education

*Applicants:* Jan Hare, Associate Professor, Language and Literacy Education, Faculty of Education.

*Objective:*

Create a set of background resources aimed at supporting instructors in learning more about responsible and ethical approaches to working with Indigenous knowledge and pedagogies in higher education. Establish a mentoring program for Indigenous scholars at UBC work to work with instructors who teach the new Aboriginal education course (EDUC 440: Aboriginal Education in Canada).

The project is a collaboration between the Faculty of Education programs: Teacher Education Office (TEO), the Native Indian Teacher Education Program (NITEP), the Indigenous Education Institute of Canada, the Office of the Associate Dean of Indigenous Education and Professional Development and Community Engagement (PDCE).

*Projects:*

1. **Creating Professional Development Resources for Instructors:** Two digital learning resources will be developed to provide instructors with background knowledge and contextual information concerned with the treatment and teaching of Indigenous knowledge and pedagogies.

1. **Mentoring Instructors:**

A. Pair an Indigenous faculty member with two to three instructors teaching Aboriginal education course.

B. The Teacher Education Office (TEO), the Indigenous Education Institute of Canada (IEIC), and the Native Indian Teacher Education Program (NITEP) will host four public lectures by Indigenous community members.

3. **Emerging Aboriginal Scholars**

*Applicants:* First Nations House of Learning and Pacific Institute for the Mathematical Sciences

*Objective:*

Project is designed to meet the objectives of the Aboriginal Strategic plan, in particular, the goal of engaging with Aboriginal students at a younger age and increasing secondary completion and post-secondary awareness and comfort for Aboriginal youth.

*Project:* Five week summer program for Aboriginal youth in grades 10-12. Program includes individualized programs to enhance mathematics abilities; paid work experience with a faculty or staff member in an area of the University that interests the youth; and develop portfolio of experiences, ideas and work with mentors to further explore potential career paths.

4. **Enhancing equality for Aboriginal students through CSI@LSI outreach initiatives**

*Applicant:* Life Sciences Institute Grad Students Association (LSI-GSA)

*Objective:* Outreach program will provide secondary school students, in particular students from rural areas of British Columbia, and students from schools with large aboriginal populations, with hands-on laboratory experience, career information and answers to questions about science, in order to inspire educational and career choices in life sciences research and related fields.

# Equity Enhancement Fund

*Project:*

The program is modeled on the popular television show, "Crime Scene Investigation" (CSI). It is a two-day mock "murder mystery adventure" and an interactive learning experience. The participating high school students perform scientific procedures using modern research equipment as they collect 'evidence' from the mock crime scene. The examination of the evidence and scientific deductive reasoning are used to solve the 'crime.'

## **5. Promoting equity in the participation of students with disabilities**

*Applicant:* Occupational Science and Occupational Therapy

*Overview:*

This multi-phase project is to facilitate the creation of an inclusive UBC campus for students with disabilities in the health and human service professional programs. The objective of the first phase (current application) is to better understand the barriers and facilitators for students with disabilities in the health and human service professional programs and identify initial educational strategies and resources to better support students with disabilities.

*Project:*

Work with students with disabilities from the health and human service professional programs to learn from their lived experiences as students with disabilities, the barriers that may hinder their learning and the quality of their lives as students. Identify strategies that facilitate their learning/educational experiences.

Meet with key stakeholders identified by the students to evaluate current barriers to learning encountered by students with disabilities. Identify potential methods for creating educational resources on campus to facilitate/improve the educational experiences of those students, to be created and implemented in a future phase of the project.

Collect videotaped testimonies of representative stakeholders on the lives and experiences of students with disabilities at health and human service programs at UBC to be used in the second phase of this project.

## **6. School of Social Work Educational Equity Strategic Action Plan**

*Applicant:* School of Social Work

*Overview:*

The goal of this project is to develop a comprehensive and progressive educational equity policy and plan for the School that addresses employment, student recruitment and admission, teaching and learning.

*Project:*

Develop a shared understanding of equity among stakeholders consistent with the School vision by identifying equity issues and defining strategic goals and methods to address outstanding equity issues. Implement the plan, determine indicators of success, and evaluate outcomes.

# Employment Equity Report

The Employment Equity Report constitutes UBC's commitment towards compliance with the Federal Contractors Program (FCP), which requires that employers of a certain size must survey their equity profile and develop an equity plan.

As UBC aims to promote greater representation of designated diversity groups in various leadership and faculty roles and endeavour to better understand the many routes to these positions at the university, a more refined organization of faculty equity data was needed.

In collaboration with the Equity and Inclusion Office, Office of Planning and Institutional Research (PAIR) and Human Resources, the Senior Advisor to the Provost on Women Faculty led an initiative to better group and organize faculty data which is presented in this report in addition to the required Equal Employment Opportunity Group (EEOG) groupings.

An additional project to improve Employment Equity Census dataflow is currently underway. Additional initiatives to achieve higher response rates across campus are being considered as an area of concentration in the coming year.

## 2013 Employment Equity Report Overview

For the Vancouver Campus, Women are over-represented for almost half of levels of positions. There is a particularly high concentration of Women amongst the higher level positions as well as administrative and clerical positions.

The number of Aboriginal Peoples is generally small; however, the number has increased from the year prior. The greatest under-representation of Aboriginal Peoples is amongst Senior Managers, and the greatest over-representation amongst Other Manual Workers.

The representation of Visible Minorities is at a level above their representation in the Canadian workforce, yet below that of the Vancouver workforce. Representation by Visible Minorities has improved over the prior year.

Persons with Disabilities are represented across almost all levels of position at UBC's Vancouver Campus, with the exception of Supervisors Crafts and Trades. However Persons with Disabilities are under-represented and their representation declined over the year prior.

For the Okanagan Campus, Women are represented above the level of the external market, but their representation declined over the year prior. The number of Aboriginal Peoples is generally small; however, the number has increased from the year prior. The representation of Visible Minorities remains at or above the level of the labour market among most levels of position, exceeds the regional norm, and has increased over the year prior. In addition, Persons With Disabilities are generally under-represent amongst almost all levels of position, but their representation increased slightly over the year prior.

Regarding our hiring trends on the Vancouver Campus, we hire Women at a higher rate than the external labour market. We are also recruiting Aboriginal Peoples and Visible Minorities at a higher rate than our pre-existing representation. While we hire Aboriginal Peoples above the Vancouver labour market, Visible Minorities are still below the Vancouver labour market. We hire at a rate that is lower than our pre-existing representation for Persons with Disabilities, which is itself lower than the external labour market.

For more details please refer to the complete report.

# Conflict Management Discrimination & Harassment

The role of Director, Conflict Management covers three main areas:

1. Capacity building in relation to conflict management generally;
2. Capacity building in relation to equity/diversity/human rights concerns; and
3. "Compliance" – being the informal, impartial and supportive management of equity-related concerns brought forward by students, faculty and staff.

## Core values of the role:

Developing the conflict management role into one that builds equity and conflict-related expertise throughout UBC's departments and service units, rather than acting as a centralized referral agency for equity and conflict related complaints;

Modeling an approach to equity, diversity and human rights that seeks wherever possible to support, resource and inspire best practices among individuals, departments, and service units, rather than employing a policing or punitive approach. The role aims to be:

- Openly available to the UBC community;
- Impartial and confidential;
- Informal wherever possible and appropriate;
- Empowering and encouraging of engagement and safe discussion about conflict, equity, diversity and human rights issues, at all levels.

Ideally, this role seeks to draw on institutional authority for support of specific outreach, capacity building projects, and similar initiatives. This will help the EIO achieve the shift from being a centralized handling and referral service, to being a supportive resource that decentralizes expertise and builds capacity to support departments and service units in both preventing and resolving concerns, while building greater institutional resilience to conflict of all types.

*"Mutual respect and equity are expressly articulated as core values in 'Place & Promise.' They are intended to permeate and inform each of UBC's nine strategic commitments. And, as recognized in 'Place & Promise,' the strength of relationships across the diverse UBC community provides the foundation for 'creating an exceptional learning environment towards global citizenship and a civil and sustainable society.' In turn, the foundation for strong relationships lies in respect for our differences and recognition of our interdependence as we learn, work and live at UBC..." Implementing Inclusion report*

## 1. Capacity building: Conflict Management

Goals for Capacity Building in Conflict Management:

A. To foster a robust and resilient understanding of conflict across UBC's departments and service units that includes capacity-building sessions focusing on:

- The roles of 'difference' and 'diversity' in interpersonal relationships, and how the concepts of difference, diversity and equity are intimately linked to interpersonal conflict of all kinds;
- The nature of both positive and negative or "toxic" conflict;
- The unique aspects of academic culture that can contribute to both positive and toxic conflict;
- The qualities that can encourage positive conflict, create greater resilience, and prevent toxic conflict, as well as enhance the learning/academic environment generally;
- The development of both internal, personal skills and interpersonal communication skills for managing conflict effectively.

B. Overall, to encourage dialogue and shared understanding of conflict within departments and service units in day-to-day interaction, with the goal of preventing toxicity, poor morale, breakdown of interpersonal relationships, and potentially complaints of harassment, discrimination, and other extreme forms of conflict. This includes the provision of services such as climate audits, coaching, and team-building.



# Conflict Management Discrimination & Harassment

C. To provide capacity building sessions on conflict, as a Professional Development initiative, in collaboration with units which provide similar services and agencies at UBC.

## 2013 achievements:

- Climate audit and ongoing support (faculty and staff): Medicine
- Conflict management capacity-building sessions (faculty and staff): Asian Studies, Arts AHU's, Social Work Open House, UBCO (Management)

## 2014 plans:

- Conflict Management capacity building sessions (Faculty and Staff): CENES, Medicine (Residents), Medicine (ongoing), Sauder School of Business, Political Science, Asian Studies, Ritsumeikan House, Faculty of Arts capacity building strategy
- Conflict Management capacity building sessions offered on an as-requested basis for professional development.

*"Recognition of equity and diversity as a core value is based on a concept of equity and diversity as a strength, not a problem, and as presenting opportunities for enrichment for all, not as presenting barriers for some. ... Placing equity and diversity within the core of UBC's structures ensures that this value informs all aspects of UBC's activities; it is an integral part of its mission for excellence." Implementing Inclusion report*

## 2. Capacity building: Human Rights and Equity

### Goals:

- To "horizontally" support specific knowledge and skills in departments and services units, building confidence, skill and capacity that will allow proactive management of equity, diversity and human rights-related concerns in a decentralized fashion;

- To foster awareness among departments and services units of the role of Director, Conflict Management, as an available resource which can assist as needed on equity, diversity and human rights-related concerns;
- To create consistency and a greater evenness and comfort level among departments and service units when approaching equity, diversity and human rights-related matters;
- To offer the same specific capacity/skills building services additionally as professional development initiatives, in partnership with other agencies at UBC;
- To incorporate information gleaned during "compliance" regarding the University's "equity profile" (strengths and opportunities for improvement) into future capacity-building sessions, achieving a cycle of continual organizational learning and improvement related to equity, diversity and human rights;

## 2013 achievements

- Coaching and support provided following case management (several departments and service units)

## 2014 plans:

- Human Rights & Equity capacity building sessions (Faculty and Staff): Political Science session: Duty to Accommodate in the Workplace (To be delivered in collaboration with Workplace Health Services); Session: How to Identify and Proactively Address Equity Issues;
- Human Rights & Equity capacity building sessions (Students) Green College
- Other support (resources): Education (Counselling)
- Project work: Campaign to raise awareness regarding fear of retaliation and its impact on equity-related initiatives

# Conflict Management Discrimination & Harassment

*"We consider it important to distinguish between formal and informal approaches to dispute resolution and to shift UBC's focus away from formal rights-based approaches... to informal conflict resolution. ... It is well established that formal conflict resolution of equity and diversity issues is rarely helpful. Too often, it exacerbates conflict, damages the participants, and ends with an outcome unsatisfactory for all." (Implementing Inclusion)*

## Summary of Complaint/Case Management Data - September 2013 - December 2013

During this period no complaints required referral to a formal process.

Files date from: 2012 (2 files)  
Jan-June 2013 (3 files)  
July 2013-Feb 2014 (61 files)

### 3. "Compliance" and Complaint/Case Management

When the Equity and Inclusion Office reopened from September to December 2013 there were more than 180 inquiries from the UBC community about the new office and its mandate. The Director of Conflict Management took over 10 cases from the Acting AVP, Equity and Inclusion in September 2013.

#### Goals of Complaint/Case Management:

- To provide an impartial, informal and supportive resource for managing equity-related concerns that encourages early identification of concerns and a proactive, preventive approach generally;
- To identify, from the concerns and complaints coming forward, the most common and most concerning issues, in greatest need of resourcing and support, and feeding this information forward into capacity building in the management of both conflict and equity-related issues;
- To provide one-on-one coaching to those responding to concerns/complaints, follow-up with individuals who have brought forward complaints, and support for the relevant departments. This will help ensure that systemic issues are, wherever possible, identified and addressed following upon a complaint resolution, again for continual organizational learning and improvement on equity, diversity and human rights issues;
- To address the impact of fear of retaliation on the management of equity-related issues.

### Case Management: September 2013 - December 2013

Personal Harassment/Conflict	20
Sex	16 (total)
Sex-harassment	8
Sex-harass/stalk	5
Sex-pregnancy	2
Sex-hiring (female)	1
Disability (including accommodation)	15
Race	4
Religion/retaliation	1
Age	1
Political belief	1
Family Status	1
Sexual Orientation	1
"Favouritism"	1
Unknown (inc. confidential)	4
<b>Total files</b>	<b>66</b>
6 active at the end of this period, 50 closed	

# UBC Discrimination and Harassment Policy 3

The educational mandate and role of the EIO to consult, provide information, advice and assistance and to manage University-related discrimination and harassment concerns in a fair and impartial manner under Policy 3 remains based on the 13 Grounds of Prohibited Discrimination.

Discrimination on any of the following 13 grounds, which the B.C. Human Rights Code declares prohibited grounds of discrimination, violates both the Human Rights Code and UBC's Policy on Discrimination and Harassment.

- Age
- Ancestry
- Colour
- Family Status
- Marital Status
- Physical and Mental Disability
- Place of Origin
- Political Belief
- Race
- Religion
- Sex (including gender and pregnancy)
- Sexual orientation
- Unrelated criminal conviction

The objectives of UBC's Policy on Discrimination and Harassment (Policy 3) are to prevent discrimination and harassment on grounds protected by the BC Human Rights Code and to provide fair procedures for handling complaints and remedying concerns when allegations of human rights based discrimination and harassment arise.

Personal harassment concerns, those that do not involve a prohibited ground of discrimination, are not included in this Policy. Instead, as has been made explicit in the revised Policy 3, these concerns are addressed under the UBC Statement on Respectful Environment for Students, Faculty and Staff.

The Policy covers all members of the university community in areas pertaining to University work, studies, service provision or participation in campus life.

# Equity and Inclusion Office Associates

## Senior Advisor to Women Faculty

Rachel Kuske is the Senior Advisor to the Provost on Women Faculty. Appointed by the Office of the Provost and VP Academic and presently housed in the Equity and Inclusion Office Rachel's portfolio includes promoting faculty diversity and women faculty through policy development, advancement and leadership, ongoing research and assessment, and transformation of the environment.

She collaborates with the Equity and Inclusion Office and Faculty Relations (Human Resources) in relation to equity census data and search committee orientations for faculty and higher-level academic appointments.

## Promoting Faculty Diversity

The Senior Advisor to the Provost on Women Faculty collaborates with departments, faculties, institutes and centers across UBC as well as peer institutions internationally, to rebuild practices and structures for faculty recruitment, review, rewards, recognition, advancement, support, and engagement.

One of the goals of the Senior Advisor to the Provost on Women Faculty is to gather best practices aimed at raising the academic and operational excellence in the area of diversity and make them available as resources to all faculties through the Equity and Diversity Faculty Initiatives website.

Initiatives undertaken have included development of a faculty mentoring guide, a policy checklist for departments and units, and resources around faculty recruitment.

There have also been a number of initiatives focused on increasing the development of women faculty in the Faculty of Science, including studies on work environment climate.

Information can be found at [vpacademic.ubc.ca/faculty-equity-and-diversity-initiatives/](http://vpacademic.ubc.ca/faculty-equity-and-diversity-initiatives/)



Rachel Kuske, Senior Advisor to the Provost on Women Faculty. Photo by Martin Dee.

## Support staff:

- Assistant to Senior Advisor to the Provost on Women Faculty
- Strategic Initiatives Manager, Provost's Office (UBC) and Dean's Office (Science). This portfolio works with the Senior Advisor to the Provost to build on institutional and equity data management for assessing the status of women and other under-represented groups as well as intersectionality across the University, to review and transform institutional practices, and to advance diversity-in-leadership initiatives. Building on experience in working climate studies and diversity/equity initiatives within a Faculty, this portfolio also promotes liaisons and knowledge transfer among Faculties.

# Equity and Inclusion Office Associates

## Director, Intercultural Understanding Strategy Development

Alden Habacon is the Director, Intercultural Understanding Strategy Development. Integrated into the Office of the Provost and VP Academic and the Equity and Inclusion Office, the Director leads the development and implementation of the mid-level strategic plans around the University's commitment to intercultural understanding, specific to Vancouver and Okanagan campuses.

The role is focused on catalyzing a culture shift towards intercultural understanding and leading implementation through central coordination, ensuring on-going accountability, and providing support and consultation to units and initiatives that enhance intercultural understanding amongst students, faculty, staff, and alumni.

The portfolio also promotes social sustainability and dynamic interconnectedness and collaboration between related units, and across disciplines and the commitments within *Place & Promise: The UBC Plan*.

## Intercultural Understanding Strategic Plan Consultation and Implementation

The Intercultural Understanding Strategic Plan for the Vancouver campus is currently in its sixth revision, reflecting a thorough process of consultation with various groups at UBC. Consultations have involved more than 250 interviews, student focus groups and various group presentations.

Development of the Intercultural Understanding Strategic Plan for UBC Okanagan began in March 2013 and implementation continues into 2014/15. In 2014 the implementation of the UBC Vancouver-specific plan will continue.



Alden Habacon at the annual Welcome Back BBQ

The following UBC groups were amongst those who received a presentation of the plan during the preliminary roll-out in 2013.

- Access and Diversity
- Alma Mater Society Council
- Alma Mater Society Student Administrative Commission
- Board of Governors (Final Consultation)
- HR Roundtable
- HR Senior Network (Studio)
- UBCO Heads and Directors
- UBC International Student Development staff retreat
- VP Students Senior Committee
- New Staff Orientation (HR)

## Consultations 2013

- 158 One-on-one meetings - 133 with faculty and staff
- 58 Small group meetings with students, staff and faculty
- 88 large group meetings with students, staff and faculty
- 56 presentations to students, staff and faculty

# Equity and Inclusion Office Associates

## 2013 Highlights - Intercultural Understanding:

### Tandem Language Exchange

UBC's Tandem Language Learning Program (TLLP) brings students together to learn and teach languages to each other. It is a student run program out of the Centre for Intercultural Language Studies. It is based on the fundamental tenets of learner autonomy and reciprocity, and with the support of the Provost's Office through the Director of Intercultural Understanding Strategy Development, is provided free to all students.

Participants meet weekly in pairs for facilitated sessions that guide them through activities and discussion topics, allowing many students to develop new cross-cultural relationships and integrate themselves more fully into the UBC community.

The TLLP received the 2012/13 Helen McCrae Award from the VP Students Office, an annual award given to an AMS, GSS or UBC student service that has had a significant positive impact on student life and student development at UBC.

During the Fall 2012 semester it paired 210 participants in 31 languages, and in the Winter 2013 semester paired 430 participants in 43 languages. In addition to language exchange, the program helps to build intercultural understanding and cross-cultural relationships.

### Asian Canadian Community Engagement Initiative (ACCE)

The primary purpose of the ACCE Initiative is to provide the University community with a hub of subject matter experts, as a central resource to support UBC's sustained and mutually enriching engagement with Asian Canadian communities. To do this, ACCE strives to raise the University's awareness and understanding of the significant opportunities presented by UBC's effective engagement with Asian Canadian communities.

The ACCE Initiative will be incubated in the Faculty of Arts, building on and enhancing existing connections with local Asian Canadian communities (such as the Initiative for Student Teaching and Research in Chinese Canadian studies, Museum of Anthropology, Chan Centre for Performing Arts and Asian Studies), though it will work closely with many other faculties and units across campus. The Dean of the Faculty of Arts appoints the Director, Intercultural Understanding Strategy Development and the Ombudsperson for Students as the inaugural co-chairs of the working group for a two year term that may be extended under the discretion of the Dean.

As a hub, ACCE aims to:

- Identify and share best practices
- Provide advice and leadership relating to engagement activities and initiatives
- Foster cooperation and the sharing of resources across disciplines and units across campus
- Strengthen new and existing activities through a more coordinated and integrated approach to community engagement
- Address areas for improvement, especially in communications, resource sharing and responsiveness to the Asian Canadian communities' needs and priorities.

### Truth and Reconciliation (TRC) of Canada West Coast National Event

The Truth and Reconciliation Commission of Canada (TRC) held its West Coast National Event in Vancouver, at the Pacific National Exhibition (PNE), from September 18-21, 2013. In recognition of this event, UBC suspended classes on September 18, 2013 to enable students, faculty, and other members of the community to take part. Habacon worked with the Aboriginal Student Resource Centre at UBC Okanagan to arrange transportation and housing for students at the Okanagan campus who wished to participate in some of the events. Musqueam Indian Band, UBC Food Services and other partners assisted in making this important event accessible for UBC Okanagan students.



# Equity and Inclusion Office Associates

## 2014 Goals - Intercultural Understanding

### Strategic Plan Development

- Expansion of Intercultural Promise: integration of UBCO's unique strategic needs into existing mid-level plan

### Curriculum

- Existing curriculum course coding: surveying course offerings and coding for intercultural content (may lead towards intercultural and diversity core course requirements)
- Internationalization of curriculum: a classroom participation pilot designed to encourage student contribution of international course content (Faculty of Education, Faculty of Arts, Faculty of Management and Faculty of Critical Studies)

### Faculty Engagement

- Focused communications and engagement with Heads and Directors, Faculty and Deans on the implementation of the intercultural understanding mid-level plan (identifying and sharing of promising classroom practices that foster intercultural learning)
- Supporting and coordinating all initiatives related to intercultural understanding across both campuses
- Development of a course evaluation for faculty: aimed at measuring where faculty are needing support in delivering a more intercultural classroom experience, or in teaching highly diverse and international classes of students

### Student Engagement

- Supporting student engagement and dialogues: supporting student-lead initiatives to foster cross-cultural connections between cultural student groups and dialogues on intercultural issues
- Intercultural workplace readiness: soft skills training for students (Career Centre, Sauder, Jumpstart), including development of student workshops in Mandarin, Korean and Japanese

### Training and Professional Development

- Management Training: launching intercultural stream of Managing@UBC
- Intercultural TA Training (in partnership with Faculty of Post-Doctoral and Graduate Studies)
- Intercultural workshops for staff (both campuses)

### Wellbeing

- Spiritual wellbeing: development and release of guidelines for the provision of faculty and staff mediation and interfaith prayer spaces throughout campus
- Fostering a "culture of dynamic interaction" amongst staff and faculty (Hot Lunch)

### Community Engagement

- Community engagement: engagement with Chinese-speaking residents (Civic Engagement Committee) in the University community
- Asian Canadian Community Engagement Initiative (ACCE): bringing together subject-matter expertise in Asian Canadian community engagement, development of best practices, guidelines and University-wide resource

# Communications & Resources

Communications priorities from September 2013 to December 2013 included:

- Maintained Equity and Inclusion websites
- Promote Equity and Inclusion office events
- Event planning
- Designed print materials for office

## Equity and Inclusion Office websites

### Equity and Inclusion Office

The Equity and Inclusion websites provide extensive information on various forms of discrimination and harassment, services offered, and access to information materials.

[www.equity.ubc.ca](http://www.equity.ubc.ca)

[www.ubc.ca/okanagan/equity/welcome.html](http://www.ubc.ca/okanagan/equity/welcome.html)



equity.ubc.ca

### Diversity at UBC

[diversity.ubc.ca](http://diversity.ubc.ca) is a compilation of diversity and equity-related web links from across the university.

### Positive Space Campaign

[Positivespace.ubc.ca](http://Positivespace.ubc.ca) represents the Positive Space Campaign on the Vancouver campus.

## Resources and Equity-Related Policies and Statements

- Employment Equity Policy # 2 (PDF)
- Discrimination & Harassment Policy # 3 (PDF)
- Response to At-Risk Behaviour Policy # 14 (PDF)
- Advertising of Position Vacancies Policy # 20
- Religious Holidays Policy # 65
- Accommodation of Students with Disabilities Policy # 73
- UBC Statement on Respectful Environment for Students, Faculty and Staff
- Student Code of Conduct (includes academic and non-academic misconduct)
- Duty To Accommodate

# Conclusion

During the 2013/2014 academic year the Equity and Inclusion Office will continue to consult and receive feedback from the UBC community to inform its program and service offerings. This phase will include the search for a new Associate Vice President, Equity and Inclusion.

As staff nurture and develop relationships across campus it is expected that new partnerships and opportunities will be created for the Equity and Inclusion Office to promote equity, inclusion and intercultural understanding across UBC.

In addition, the UBC Okanagan Equity and Inclusion Office will re-open to offer programs and case management to the campus.