



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

Equity and Inclusion Office Annual Report 2014-15

Human Rights

Employment Equity

Rule Out Racism

Intercultural Understanding

Positive Space Campaign

Introduction



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

The Equity and Inclusion Office guides the University in fulfilling its vision to be one of the world's leading universities through promoting values of mutual equity and respect in order that all the members of its communities, individually and collaboratively, can make a contribution to create, strengthen, and enrich the learning and working environment.

We fulfill our mandate through working in three key areas and this year's Annual Report is divided into corresponding sections.

1. Ensuring appropriate **compliance** to employment equity federal, provincial and policy requirements, and through accountability to our own community and the broader academic environment;
2. **Educational** work which embeds the values of equity, diversity and inclusion in our community;
3. **Proactive strategies** designed to root our core commitments of student learning, research excellence and community engagement in equity and mutual respect.

You will notice that this year's Equity and Inclusion Office Annual Report encompasses the 18 month period from January 2014 to June 2015. This time period includes the period in which Dr. Gurdeep Parhar was the Acting Associate Vice President, Equity and Inclusion, as well as the initial months of my appointment from March to June 2015. For next year's report we intend to report on the academic year, a sensible move now that the Equity and Inclusion Office has adopted additional student programming.

The University community is grateful for Dr. Gurdeep Parhar's leadership of the Equity and Inclusion Office from January 2013 – March 2015. He wholeheartedly took on the challenge of guiding the office through a difficult transition period and the UBC community is thankful. Happily, our relationship with Dr Parhar continues as we work with him in his role as Executive Associate Dean, Clinical Partnerships and Professionalism in the Faculty of Medicine.

Since March 2015 we have begun working with Faculties and departments across the university

to bring a decentralized approach to equity which recognizes that the responsibility for equity work and the ensuing equity successes are best situated where our staff, students and faculty live, work and study. We are keen to work in partnership with Faculties and departments across the institution to facilitate, resource and support the enhancement of equity, diversity, inclusion and mutual respect and to integrate these into the daily lives of our University community.

In just a few months we have made a number of important changes in regards to our education and training programs through transitioning student programming from Access & Diversity to our office. We now administer the Equity Ambassadors student peer program, Community Building through Action student leadership program, and are involved with the development of student orientations and trainings.

Also importantly, we have proposed changes to the Provost's Advisory Committee on Equity and Diversity to identify priorities and resource commitments pertaining to the needs of students and employees through a number of action-oriented working groups. These working groups will be formed specifically to target strategic initiatives as established by reports and plans such as *Valuing Difference* and *Renewing our Commitment to Equity and Diversity*. Full details can be found on the following pages.

To ensure ongoing compliance with the Federal Contractor's program and the BC Human Rights Tribunal in the next 12 months we will undertake the following:

1. Review the Employment Equity Census of all Staff and Faculty in Vancouver and the Okanagan to gain more accurate data.
2. Re-draft and update Employment Equity Plan.
3. Consult with the UBC community on a new strategic plan which builds on the progress made since 2010 when *Valuing Diversity: A Strategy for Advancing Equity and Inclusion at UBC* was developed as part of the *Place and Promise* project.

4. Additionally, we will present a revised structure to the office and expand our current programming.

Aside from these operational considerations we will continue to work across the University to build a climate where the best possible conditions for learning, research and work are supported in an environment that is dedicated to excellence, equity and mutual respect.

Regards,



Dr. Sara-Jane Finlay
Associate Vice President, Equity and Inclusion

About the Equity and Inclusion Office

The Associate Vice President, Equity & Inclusion reports to:

- Vice President, Human Resources, Lisa Castle
- Provost and Vice President Academic pro tem, Dr. Angela Reddish
- Vice President, Students, Dr. Louise Cowin
- Deputy Vice Chancellor, Dr. Deborah Mathieson

Compliance

EMPLOYMENT EQUITY

GENSUS QUESTIONNAIRE

Personal & Confidential



Employment Equity Report

UBC is committed to employment equity and protecting the human rights of students, faculty and staff across its campuses and work sites. These areas of focus are integrated into the University's broader commitment to excellence and mutual respect. Equity and human rights are integral to UBC's academic pursuits, working lives, and involvement in the larger campus community.

Employment Equity Policy #2

UBC is committed to employment equity through its Employment Equity Policy (UBC Policy #2). On an annual basis we provide an Employment Equity Report to the community. An overview of the 2014 report is included below.

Statement of Principle

The fundamental consideration for recruitment and retention of faculty and staff at the University of British Columbia is individual achievement and merit. Consistent with this principle, the University will advance the interests of women, Aboriginal peoples, persons with disabilities and visible minorities; ensure that equal opportunity is afforded to all who seek employment at the University; and treat equitably all faculty and staff.

UBC has established an Employment Equity program to provide a fair and equitable workplace and to offer all individuals full opportunity to develop their potential. Accordingly, the University will identify and eliminate any discriminatory barriers that interfere with employment opportunities in all jobs and at all levels throughout the University. Both current and prospective faculty and staff will receive equitable treatment in hiring, training, and promotion procedures.

To give effect to this policy, the University has an Employment Equity Plan that requires, among other things, that the University ask all new employees to complete the UBC Employment Equity Census Questionnaire and that the Equity and Inclusion Office report on internal workforce data in comparison with external labour force availability data.

The University participates in the Federal Contractors Program (FCP) administered by Employment and Social Development Canada, an agency of the Canadian federal government. The criteria for the FCP are equivalent to the requirements of the Employment Equity Act. Under the FCP, organizations with more than 100 employees and receiving more than \$200,000 in Federal contracts must be committed to employment equity and must develop, implement and maintain an employment equity plan. The designated equity groups are women, Aboriginal peoples, persons with disabilities and members of visible minorities.

The Equity and Inclusion office works across the University with Human Resources, Faculty Relations, Access and Diversity and many others to support the implementation of equity initiatives.

UBC Employment Equity Census Questionnaire

All new UBC employees are asked to complete an Employment Equity Census Questionnaire, which asks them to identify if they are a member of any of the four designated equity groups, in addition to an optional question on Sexual/Gender Diversity.

In 2016, the University will undertake an employment equity census of its faculty and staff. The new data will provide a foundation for a review and revision of the current Employment Equity Plan and updates to the Equity and Inclusion Strategic Plan.

2014 Employment Equity Report

The 2014 Employment Equity Report provides tables showing the headcount and percentage-incidence of employees in each occupational group and designated groups. "Occupational group" refers to Employment Equity Occupational Group, which combines jobs that are similar in level or type of work. "Designated group" includes the four groups designated by legislation - women, Aboriginal peoples, visible minorities, and persons with disabilities - as well as a fifth category that UBC has chosen to designate, sexual/gender diversity. UBC's internal data is compared to the external Census-Canada data, which is itself labelled "Comparison to Census."

Employment Equity Report

UBC Vancouver Campus

For UBC Vancouver, the percentage of those self-identifying as women in the survey is above the Census Canada comparison group for more than half of the occupational group. The percentage representation is at least ten percent higher than the Census Canada comparison for middle & other managers, professionals, semi-professionals & technicians, and supervisors.

The percentage of employees who self-identified as Aboriginal peoples in UBC's Equity Census is 1.8% overall, similar to the previous year. UBC's representation of 1.8% is below that of the Census Canada representation for the Vancouver workforce population as well as the national workforce population, which is 2.1% and 3.5%, respectively.

The percentage of people self-identifying as visible minorities in the survey is at a level below their representation in Vancouver but above the national workforce. The percent self-identifying as visible minorities was 32.8% in 2013 and 33.7% in 2014.

The representation of persons with disabilities remains below the external labour market, where the provincial workforce reports 5.8% of the population being persons with disabilities, and by comparison UBC Vancouver has 4.9% representation amongst faculty and staff. In addition, 5.9% of staff and faculty identified as having a diverse sexual or gender identity.

Amongst new hires completing the questionnaire, UBC Vancouver hires those self-identifying as women at a higher rate than the external market. In addition, UBC has seen improvements in the hiring of those who self-identify as Aboriginal peoples and visible minorities although their representation in the workforce more generally is still under that of the labour market data for Vancouver.

However, UBC Vancouver is less successful at hiring those who self-identify as a persons with disabilities, neither equalling UBC's current representation nor the external labour market data. Likewise, the current proportion of hires of those with diverse sexual or gender identities is below that of the pre-existing representation at UBC Vancouver.

UBC Okanagan Campus

Employees at the UBC Okanagan campus self-identifying as women are represented at a percentage rate that is above the Census Canada comparison for five occupational groups, including such levels as senior managers, middle & other managers, professionals, semi-professionals & technicians, and administrative & senior clerical. The number of employees who self-identified as Aboriginal peoples is 3.0% overall, and is below the Census Canada Kelowna average of 4.3% as well as the national workforce average of 3.5%, although UBC's representation has increased from last year.

The percentage of people self-identifying as visible minorities is higher than the Census Canada comparison group for five of the eight occupational groups. Those self-identifying as persons with disabilities have a level of representation at UBC Okanagan that is lower than the national workforce average as well as the provincial workforce average. Like last year, people who self-identify within the sexual/gender diversity group represent 4.1% of faculty and staff at UBC Okanagan.

Amongst new hires completing the questionnaire, UBC Okanagan hires those self-identifying as women or as Aboriginal peoples at a higher rate than the Census Canada external market comparison group. Amongst those self-identifying in the questionnaire, visible minorities are hired at a percentage that is higher than pre-existing representation, and also above the Census Canada comparison group for Kelowna. However, visible minorities are hired at a lower rate than the national workforce comparison group. The Okanagan hires those self-identifying on the survey as persons with disabilities at a percentage rate that is lower than pre-existing representation, and also below the provincial and national labour market comparison group. The percentage of new hires self-identifying in the survey within the sexual/gender diversity category is below the percentage of pre-existing representation on the Okanagan Campus.

Discrimination and Harassment Report

Discrimination and Harassment - UBC Policy 3

The mandate and role of the Equity and Inclusion Office to consult, provide information, advice and assistance and to manage University-related discrimination and harassment concerns in a fair and impartial manner under UBC Policy 3- Discrimination and Harassment is based on the 13 Grounds of Prohibited Discrimination found in the B.C. Human Rights Code.

13 Grounds

1. Age
2. Ancestry
3. Colour
4. Family Status
5. Marital Status
6. Physical and Mental Disability
7. Place of Origin
8. Political Belief
9. Race
10. Religion
11. Sex (including gender and pregnancy)
12. Sexual orientation
13. 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.

Excerpt from UBC Policy 3

The University of British Columbia has responsibility for and is committed to providing its students, staff and faculty with an environment dedicated to excellence, equity and mutual respect; one that is free of Discrimination and Harassment; and one in which the ability to freely work, live, examine, question, teach, learn, comment and criticize is protected.

Academic Freedom and freedom of thought, belief, opinion and expression carries with it the expectation that all Members of the University Community will conduct themselves in a responsible manner so as not to cause, condone or participate in the Discrimination or Harassment of another person or group of persons. The University's commitment to maintaining and respecting human rights at every level of the institution is central to this Policy.

Discrimination and Harassment Report

The Director of Conflict Management, Monica Kay, is a supportive resource for the UBC community (students, staff and faculty) related to understanding and managing conflict effectively and proactively within faculties and units so as to prevent complaints of both discriminatory and “bullying” forms of harassment. Additionally, the Director provides a supportive resource to the UBC community both in terms of building capacity related to human rights and equity, and the informal management of human rights-based complaints wherever possible.

Conflict Management

2014 achievements

The Director provides support and advice related to conflict management to various faculties and departments.

Information sessions on conflict management were held with several faculties and departments. The sessions aimed to assist in the management of specific conflict scenarios occurring between faculty members, and between staff members, respectively.

In addition, The Director responded to requests for conflict management support from department heads and administrators, unions, the Faculty Association and other units such as the Ombudsperson for Students and Human Resources. In several instances she worked collaboratively with both the Faculty Association and Faculty Relations in addressing conflict issues and improving working relationships in specific cases.

2015 Goals - Capacity Building: Conflict Management

In 2015 the Director piloted conflict management educational sessions, including wherever appropriate a customized “suite” of sessions to increase capacity over multiple sessions, rather than single sessions with a specific focus on faculty, staff and administration.

An overarching goal of the Equity and Inclusion Office is to build the conflict management component of the Director of Conflict Management role. This work

includes building capacity across the university around conflict management, improving workplace culture and climate, and seeking to prevent the conditions that can lead to complaints of all types related to interpersonal conduct – whether harassment, discrimination, or bullying. This goal is in keeping with UBC’s strategic goals articulated in *Place and Promise*, and the *Implementing Inclusion* and *Valuing Difference* reports.

Human Rights and Equity

2014 achievements

Provides support in the management of human rights-related concern, including education, coaching, and advice to several departments.

2015 Goals - Capacity Building: Human Rights and Equity

The Office collaborates with other units conducting complaint management at UBC to integrate capacity around human rights and equity into existing complaint management processes, and build consistent practices across the university.

We aim to build strong, collaborative relationships with colleagues across a variety of areas of expertise with the specific goal of moving from the current practice of resourcing complaints and concerns that sees inquirers moving from one UBC office to another (“the silo approach”). Instead the Office works with colleagues to create a collaborative multi-faceted team/network of resources that come together to address a complaint.

Increase focus on integrating the complaint management function of the role into an educational strategy, such that complaints are viewed as a potential opportunity for learning, improving systems and processes, and engaging continual improvement rather than a “policing”/compliance model.

Improve institutional consistency and clarity of understanding around human rights discrimination and harassment, and UBC Policy 3. Provide clarity on how this area of law and policy relates to other commitments, such as the Respectful Environment

Discrimination and Harassment Report

Statement and commitments related to addressing bullying/personal harassment via WorkSafe provisions. Particular focus: Faculty, senior administrative staff, department Heads.

Continue to seek ways of addressing particularly salient issues, such as the pervasive “fear of retaliation” frequently reported by those seeking assistance related to harassment, accommodation, or other similar concerns.

“Compliance” and Informal Human Rights-based Complaint Management

The Director provides a confidential, compassionate and impartial ear for all members of the UBC community, who have concerns and may not know which university resource to engage. The Director strives wherever appropriate to resolve complaints and concerns in an informal manner, through conciliation, negotiation, mediation, and other strategies customized to fit the situation.

Consultations frequently result in opportunities for education. For example, coaching around a specific issue or skill set, group information and discussion sessions. This aspect of the role liaises closely with the Equity and Inclusion Educator roles and seeks to help inform their work.

2015 Goals – Capacity Building: Complaint Management

Referrals: Particularly in the case of students, to ensure appropriate referrals are made, including first that the correct referral is confirmed, and second that the student is bridged to the right resource so that an unbroken line of support is provided.

Collaborative, team-based approach: Continue to shift from a “compliance” or policing model, to an approach that frames this aspect of the role as a supportive, impartial, non-judgmental resource to assist UBC in managing human rights-related complaints in a manner that is timely, informal wherever appropriate and possible, and results in ongoing learning and improvement.

Data management: When viewed as an essential tool for learning and continual systemic improvement, complaint management is a richly textured resource that can ensure educational initiatives are relevant, engaging, and correctly reflect the realities of the UBC climate/culture, while maintaining confidentiality.

The data gathered from complaint management can help identify particularly vulnerable groups; areas where lack of reporting is occurring and support may be needed, specific phenomena such as a surge in complaints related to particular protected grounds, etc. Project work to address these concerns can then be undertaken, creating a living, flexible strategy that changes as the institution changes over time.

Improved resourcing: Demands for complaint management tend to surge regularly, which creates significant challenges for maintaining basic administrative functions such as data gathering and recording, file management, etc.

Improved resourcing would allow this role to function and use expertise more efficiently, so that lack of resourcing does not force a choice between providing urgently needed complaint management assistance, and maintaining very basic administrative tasks – which are also needed, e.g. to obtain the benefits of proper data management as above.

Kudos for the Director of Conflict Management from the UBC community

I really enjoyed listening to you and learning more about your office. I wish I saw more of (your work) throughout campus.

Manager

We just wanted to write and thank you again for all of your help! We cannot thank you enough for taking the time to help us. We really feel like talking with you helped us see clearly what were the most important points and how to proceed.

Professional school students

Discrimination and Harassment Report

Over the last 18 months the Office received 273 files and only six were referred for formal investigation under Policy 3.

Informal Complaint Files

Total Grounds (nb includes combined complaints):
267

September 2013 - August 2015

Personal Harassment/Conflict	81
Sex - includes harassment, stalking, pregnancy, hiring (female)	69 (total)
Disability (including accommodation)	45
Race	45
Religion/retaliation	5
Age	2
Political belief	2
Family Status	6
Marital Status	1
Sexual Orientation	7
Other	3
Unknown (inc. confidential)	1
Total Informal Complaints	267

Kudos for the Director of Conflict Management from the UBC community

Thank you so much for following up with me and keeping me posted. I have passed on your contact information to others. As always, I can't thank you enough for all of your help.

Undergraduate student

Thank you very much for following up – and even more so for being so engaged and willing to help us. I really appreciate being able to seek your expertise and advice in these kinds of situations.

Faculty member

You were very helpful and kind.

Undergraduate student

I really appreciate your help and support at this very difficult time.

Staff member

Education

Education Report

Equity and Inclusion Educators Donna Lester-Smith and Rachael E. Sullivan at the Vancouver campus and Jenica Frisque at the Okanagan campus help create a strong presence for equity and inclusion at UBC.

By collaborating with colleagues in many different departments, the educators contribute to the overall vision, goals, curriculum design, promotion, strategic planning and delivery of human rights and diversity educational initiatives.

Goals

- To promote awareness and understanding of UBC's Policy 3, Respectful Environment Statement, and other policies relevant to equity and diversity at UBC.
- To meet the needs of staff, students and faculty to engage with and think about equity practices.
- To develop educational programs for the UBC community following recommendations from reports including *Valuing Difference* and *Implementing Inclusion*.
- To operationalize the President and the Executive response and action plan *Renewing our commitment to equity and diversity: UBC's response to the Task Force Recommendations*, through educational initiatives, community engagement and events.

Core Values

The core values of the Education portfolio include partnership and collaboration through participatory methods coupled with a multi-directional approach to learning. In other words, there is recognition that education is an ongoing process that requires continual input from stakeholders.



"What I LOVE about being QUEER" Film screening with Vivek Shraya

Partnerships with Units

UBC Okanagan Partnerships

- Campus Health
- Centre for Teaching and Learning
- Faculty of Creative and Critical Studies
- Human Resources
- UBC Okanagan Library
- UBC Students' Union Okanagan Resource Centre
- School of Nursing
- AVP Students Portfolio
- SARA (Sexual Assault and Rape Awareness student group)

UBC Vancouver Partnerships

- Access & Diversity
- Alma Mater Society
- Centre for Teaching and Learning Technology
- Emily Carr University of Art and Design
- First Nations House of Learning
- Global Lounge
- Health and Wellness Centre
- Human Resources MOST Series
- Institute for Gender, Race, and Social Justice
- Liu Institute for Global Affairs (Thrive Week)
- Neil Squire Society
- Sexual Assault Support Centre

UBC Vancouver - Goals met for 2014

Many of the goals outlined in the 2013 Annual Report were met over the course of 2014. The following goals were accomplished, among others:

- Positive Space program's first evaluation survey and report
- Positive Space Campaign's first Resource Person Appreciation event
- UBC Vancouver's first Rule Out Racism event
- Capacity-building with the First Nations House of Learning
- Capacity-building with International House and Global Lounge (International Student Development)
- Collaborated with City of Vancouver event during Asian Heritage Month (May)

Education Report

Other goals are in progress and will be priorities moving forward:

- Produce online educational equity video modules
- Provide further support for equity committee initiatives at the department level
- Develop support and information for transgender staff and faculty
- Update educational pamphlets and information

UBC Okanagan - Goals met for 2014

- Successful introduction of Access & Diversity's "Really? Campaign" to the Okanagan campus in Fall 2014. The program aims to empower individuals to respond to discriminatory comments or situations by becoming an "active witness" for the UBC community.
- Introduced a student-led campaign on inclusive language called "Your Words Have Power" in February 2013 with funding from the **Pitch This! Wellbeing Initiative**. The campaign will continue in 2015 to increase awareness about the importance of using inclusive language across campus. The current campaign consists of workshops, information booths at campus events, and online outreach. Video content and print materials are being developed in 2015.

Educational goals 2015/16

- Successful transition of the Equity Ambassador peer program from Access & Diversity to Equity and Inclusion Office
- Develop an Equity Ambassador program for students at the Okanagan campus
- Re-establish the Equity Representative Program at UBC Okanagan for faculty and staff
- Offer regular one-hour "Introduction to Positive Space" sessions at both campuses
- Develop additional programming and resources for students who are parents
- Outreach to local community organizations and offer at least two workshops per term in the community (Vancouver and Kelowna).



Imagine Day 2015 - interactive display by the Equity Ambassadors

New Student Programming at UBC Vancouver

Equity and inclusion-related programming formerly offered by Access & Diversity is now administered by the Equity and Inclusion Office. The following descriptions include audiences, goals, and partners involved for the delivery of the programming.

Student Leadership Training – Community Building through Action Workshop

Audience: All student leaders (Jump Start; Welcome Team Leaders; Peer Programs; Orientation Leaders; Residence Assistants; Art Undergraduate Society; Sauder Sparks leaders; and any student group who requests training)

Goal: Coordinating the requests for workshops and provide assistance in facilitating the workshops

Partner: Center for Student Involvement and Careers

Active Witnessing Facilitators

Audience: All students who have a passion for equity issues and skills for facilitation.

Goal: Train student facilitators to provide the Community Building through Action workshop, using a train the trainer approach.

Education Report

Online First Year Experience – Student Leadership Connections

Audience: All staff and some student leaders who interact with first year students.

Goal: Provide content and expertise created for first year students to Student Experience Officers (faculty specific) and Peer Program Advisors, in an effort to support Student Leaders engagement with first year students.

Student-Parent Programing

Audience: All students, but especially students who are or will become parents or who have dependents.

Goals: Update Single Parents on Campus: Guide to Resources and Supports (for release 2017). Connect with Student-Parents (Single or Otherwise) to provide support. Update blog posts for recent and continued content.

HKIN 465 & SEEDS Research Projects

Audience: All students registered in HKIN/ Community-Based Experiential Learning courses; UBC community.

Goals: SEEDS (Social Ecological Economic Development Studies) Program.

Equity Ambassadors Peer Program

Audience: Student Leaders in the areas of equity and UBC campus community.

Partners: Peer Programs - Center for Student Involvement and Careers.

Trans* and Gender Diverse Students

Audience: All students, but especially trans* and gender diverse students.

Goals: Update Gender Inclusive Washrooms map. Streamline the process for changing one's name and gender marker in the Student Information Service Centre (SISC).



Pride Week 2015 at UBC Okanagan



"I Too am UBC" social media campaign during Rule Out Racism week at UBC Okanagan in March 2015.

Education Report

Workshops

Okanagan Workshops

January 1, 2014 – August 1, 2015

Workshop Title	# workshops delivered
Positive Space	14
Building Respectful and Inclusive Communities	13
Really? Training	4
Inclusive Language Training	3
Employment Equity	4
Total:	38

Kudos for the Equity and Inclusion Educators:

Thank you for your insights and advice in developing the Inclusive Recreation Workshop series and for hosting a fantastic first workshop! Best of luck with all your future endeavours to make a more inclusive campus and community.

UBC Athletics and Recreation staff member

Good workshop, interesting discussions! Learned about new terms and vocabulary that I will be more conscious of going forward.

Attendee at Positive Space workshop

I find that the equity workshops are an opportunity to examine how you are in the world, they are an opportunity for growth and reflection. The Inclusive Language workshop makes you think, it's a humbling experience of learning and unlearning. I think they help progress our campus culture.

Campus Health Research Coordinator

Vancouver Workshops

January 1, 2014 – August 1, 2015

Workshop Name and Audience	# of workshops delivered
EIO Basics	19
New Academic Heads/Units (AHU)	10
Orientations: New Staff/Faculty/Student/Postdoc	11
Orientations: Grad students, TAs, Resident Advisors, AMS Leaders	17
Inclusion Practices in the Workplace/Classroom	3
International/Aboriginal/Staff/Student Outreach	4
Positive Space	46
Positive Space: Train the Trainer	3
Internal/External/Intercultural Community	6
BRIC: Building Respectful and Inclusive Communities (Students)	1
Building Community Through Action	2
BRIC: Building Respectful and Inclusive Communities (Staff)	3
HR Equity Selection/Hiring	5
HR Managers	2
Special events	15
Total:	38

Education Report

Committees

Equity and Inclusion Educators are involved in a number of committees which are related to equity and inclusion initiatives .

UBC Okanagan Committees

- Rule Out Racism Committee
- Positive Space Committee
- Orientation Steering Committee
- Intersectional Disability Integrated Research Collective (IDIRC)
- THRIVE Week Planning Committee
- Faculty and Staff Sports Day Planning Committee
- Campus Programmers
- SPARK Diversity and Equity Week Planning Committee
- Sexual Assault Prevention Team (cross-university group)

UBC Vancouver Committees

- Positive Space Review Committee
- CampOUT Advisory Committee
- Experts Table (Student Leadership Engagement) as per *Renewing our Commitment to Equity and Diversity: UBC's response to the Task Force Recommendations*
- Sexual Assault Prevention Team
- TLEF Intercultural Understanding Advisory Committee
- Peer Programs Committee
- Aboriginal Style Guide Protocol Committee
- December 6th Committee
- Rule Out Racism week
- Sexual Assault Awareness Month (January)
- Centennial Fund project: "It's About Time"

Outreach and Events

UBC Okanagan Annual Events:

- Rule Out Racism Week: More than 85 people attended the main event panel discussion *Canadian Racism and its Complexities* in March 2014. The additional affiliated events attracted a range of people from our campus community and Kelowna at large.
- New Staff Orientation: Educator involved in presentations to new staff.
- CREATE Day - UBC First Year Student Orientation: Provided training for 350 volunteers and displayed a booth that reached 1000 new students.
- Thrive Week: Equity and Inclusion Office participated in planning committee.

UBC Okanagan Outreach Events 2014:

- *Who Belongs? Discussion of Ferguson in relation to racism in Canada*. Public event with discussion facilitated by Alden Habacon and Peter Wanyanya.
- SPARK Extended Orientation Diversity and Equity Week: Offered activities and trainings for new students.
- What I LOVE about being QUEER Film Screening and Presentation: Presented two film screenings attended by a total of 50-60 people.
- Culture is not a Costume Halloween Campaign
- Trans Day of Remembrance (TDOR): Coordinated campus and community outreach for TDOR 2014

UBC Okanagan Outreach Events 2015:

- OUTweek Positive Space: Pit-Stop breakfast for 60 people.
- International Women's Day Panel & Poetry Event: Co-coordinated and hosted panel discussion with more than 100 people in attendance

Education Report

- Okanagan Pride Festival: Work study students staffed booth at the Pride Festival.
- Peer Mentor Training: Co-developed content for online module for over 100 Peer Mentors and Orientation Leaders.

UBC Vancouver Annual Events 2014:

- Imagine Day - First Year Student Orientation: Booth at Main Event which was attended by over 3000 new students.
- New Staff Orientation: Booth reached 250 new staff and faculty per year.
- First Nations House of Learning: Open House booth attended by students.
- Thrive Week: Hosted a panel discussion partnering with HR Wellness.
- Rule Out Racism Week: Office coordinated panel discussion and educational workshops.

UBC Vancouver Outreach Events 2014-2015

- Neil Squire Society Job Fair: Partnered with Human Resources on booth that reached 300 job seekers with disabilities.
- First Nations House of Learning Student Luncheon: Co-sponsored a free lunch for 200 students with the First Nations House of Learning.
- HR Equity Hiring Selection workshop: Reached 100 UBC managers through four workshops.
- Presented the *What I LOVE about being QUEER* film screening.
- *Intercultural U*: Supported Equity Ambassadors with registration and communications.
- Positive Space workshops for Emily Carr University: Trained 32 Staff and 15 Faculty.
- OUTWeek 2014: Held three sessions which were open to staff and students including "Queerness & Disability"; "Trans Awareness"; and a closing session with student audience.



Boothing at UBC Okanagan Welcome Back Staff Barbecue 2014

- Feast Bowl Luncheon: Equity and Inclusion Office staff helped prepare luncheon for UBC students, staff and faculty using vegetables and herbs from Indigenous Health Research and Education garden.
- UnTapped Conference: Partnered with Human Resources to reach about 100 attendees
- Changing The Lens student theatre: Provided support for student-led interactive theatre on difficult conversations.
- Classroom Theory and Policy Session: Collaboration with CTLT Aboriginal Strategy.

Proactive Strategies

Vice Presidential Strategic Implementation Committee for Equity and Diversity

Formerly known as the Provost's Advisory Committee on Equity and Diversity, the renamed and reorganized **Vice Presidential Strategic Implementation Committee for Equity and Diversity** provides advice and recommendations on actions and implementation to the Vice Presidents' Group.

This executive group includes the Provost and Vice President, Academic; Vice President, Human Resources; Vice President, Students; and the Deputy Vice Chancellor for the Okanagan Campus. Using this advice, they will act to enhance the implementation of the Equity and Inclusion Strategic Plan through their portfolios.

The Committee will specifically focus on providing advice and recommendations with respect to:

- Identification of priorities and resource commitments pertaining to the needs of students and employees;
- Implementation of and approach to substantive equity issues in the campus climate
- Assessment and monitoring of progress against the strategic initiatives outlined in reports and plans such as *Valuing Difference: A Strategy for Advancing Equity and Diversity at UBC*; *Renewing Our Commitment to Equity and Diversity: UBC's response to the Task Force Recommendations*; *The UBC Intercultural Understanding Mid-Level Strategic Plan: The Intercultural Promise* or other strategies, reports or plans related to equity and inclusion.
- Provide input and/or advice to the Office of the University Counsel in relation to the creation or revision of policies of the UBC Board of Governors related to equity and diversity.
- Form working groups specific to strategic initiatives as established by reports and plans such as *Valuing Difference* and *Renewing our Commitment to Equity & Diversity*

Membership

The membership of the Committee will be broadly representative and include:

- Associate Vice President, Equity & Inclusion (Chair)
- Lead Vice President to the EIO Portfolio
- Vice Presidents' Group (or designate)
- University Counsel (or designate)
- Ombudsperson
- Senior Advisor to the President on Aboriginal Affairs
- Director of the UBC First Nations House of Learning
- Graduate student representative (UBC-O & UBC-V)
- Undergraduate student representative (UBC-O or UBC-V)
- Representatives of staff/faculty employee groups from UBC-O and UBC-V
- Chairs of the Working Groups (as outlined below)
- Relevant Senior and Special Advisors to the President or Provost

The Committee will meet five to six times per year with at least one meeting chaired from UBC-O. The committee will be chaired by the AVP with a Vice Chair appointed from the existing membership by the lead Vice President. Members will normally serve for a two-year renewable term. Quorum will require the attendance of the lead Vice President, the Associate Vice President and at least half of the Working Group chairs.

Working Groups

On the advice of the Committee, the AVP will invite subject matter experts from across both campuses to join the Working Groups. A Chair will be identified who will sit as a member of the Committee for the duration of the life of the Working Group. A member of the Equity and Inclusion Office will support each Working Group and provide administrative and research support. The Committee will form Working Groups relevant to specific strategic initiatives and recommendations identified in reports and plans. Their mandate is to create action-oriented recommendations to the Committee on the implementation of strategic initiatives.

Equity and Inclusion Office Associate

Senior Advisor to the Provost on Women Faculty

Dr. Rachel Kuske, Professor of Mathematics, was appointed by the Office of the Provost and VP Academic as the Senior Advisor to the Provost on Women Faculty in 2011. Dr. Kuske's portfolio includes promoting faculty diversity and women faculty through policy development, advancement and leadership, ongoing research and assessment, and transformation of the environment.

Faculty Equity and Diversity Initiatives

Dr. Kuske 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. In the areas of Equity Census data and search committee orientations for faculty and higher-level academic appointments, Dr. Kuske collaborates with the Equity and Inclusion Office and Faculty Relations.

Initiatives include:

- Faculty data on tenure promotion, salaries, representation, hiring, reported for male and female faculty.
- Coordination of faculty data from Workplace Experiences Survey, analyzed by gender.
- Dual career program for faculty.
- Faculty mentoring, in cooperation with Status of Women Committee from Faculty Association.
- Faculty retirement study.
- Gender pay equity follow-up commitments
- Gender and diversity in leadership.
- Media coverage data of faculty by gender, and media skills training for female faculty.
- Priority Childcare Placement Program for faculty.
- Orientation sessions and resources for faculty selection committees.
- Leadership Advisory Group, guiding initiatives in support of diversity in leadership.

A major goal of the portfolio 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.

Additional initiatives undertaken have included development of guides for faculty mentoring, merit

increases, overall policy checklist for departments and units, and resources around faculty recruitment.

Dr. Kuske works with Faculty Relations, the Provost's office, UBC Housing and Relocation Services, Equity and Inclusion Office, Human Resources, Office of Planning and Institutional Research (PAIR), faculties and departments to improve and track recruitment, retention, career advancement and governance practices.

Faculties participating in *Gender Diversity in Leadership Forum* focus on specific action plans to connect female faculty members to leadership opportunities in their faculty and the university at large. Projects and initiatives seeded here inform future faculty policies and projects. A Leadership Advisory Group reviews the existing leadership opportunities available currently at the university with a lens to improving and expanding these offerings. Increasing diversity in leadership channel is a primary objective of this group.

There are a number of initiatives focused on increasing the development of women faculty in the Faculty of Science and Applied Science including studies on work environment climate. A list of initiatives can be found at science.ubc.ca/faculty/diversity.

Outreach Events

A series of career advancement events to support faculty gender diversity provided opportunities for cross-fertilization on activities and scholarly work in faculties and units. These events included mentoring opportunities and sessions on preparing for reappointment or tenure, and events in support of gender and diversity as described above and in cooperation with UBC-IT.

Additionally, media skills training workshops with Shari Graydon of Informed Opinions were held to help improve the representation of women faculty in news stories. Following the training a number of women faculty have published commentaries in daily newspapers and prominent online sites, generating additional requests and exposure.

Intercultural Understanding

Director, Intercultural Understanding Strategy Development

Alden Habacon is the Director, Intercultural Understanding Strategy Development. 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 2015/16.

Overview of the Intercultural Understanding Mid-Level Strategic Plan

The Aspiration

UBC aspires to provide a learning experience and university environment that:

- Equips students with the intercultural skills needed to be more effective leaders, bigger thinkers, exercise more empathy and contribute more in the increasingly complex societies of today and the future;
- Fosters more dynamic interaction and greater levels of community cohesion across UBC's diversity of faculty, staff, students and alumni;

- Produces a deep understanding of the diversity of cultures, worldviews, language and intellect at UBC, ultimately leading towards greater innovation and social sustainability.

The above aspirations around intercultural understanding are essential for achieving UBC's vision around research, learning, engagement with local and international communities, international orientation, and towards being a place of innovation. The above also take fuller advantage of the diversity of UBC's student body, the University's relationship to Musqueam and proximity to the Asia Pacific.

The Immediate Need

The following reflects the findings of the needs assessment conducted in the development of The Intercultural Promise.

Faculty and Staff

Faculty observed the following as the top intercultural challenges they face working at a highly diverse university.

- A growing cultural gap between faculty and students on academic expectations;
- The increasing demands of complex intercultural teaching environment;
- Insufficient incentive for excellence in intercultural teaching and service; and
- The lack of cross-cultural connection between students and faculty.

Overall, faculty expressed that UBC has diversified (especially as a result of rapid internationalization) faster than it has given faculty the time or resources to adapt, resulting in a decline in their enjoyment in and quality of teaching;

Similarly, staff expressed a need for greater intercultural skills, cultural knowledge and interpersonal capacity to adequately support the diversity of the student body and the changing needs of faculty as a consequence of the increasingly diverse student body.

Both faculty and staff both expressed that management needed greater intercultural aptitudes and skills. Moreover, many faculty and staff felt that UBC was a

Intercultural Understanding

Director, Intercultural Understanding Strategy Development

difficult place to establish and grow meaningful “high-quality peer relationships.”

Students and Alumni

Students identified the following intercultural issues:

- Cultural misunderstanding in the classroom (sometimes developing into conflict);
- Cultural difficulty and/or barriers meeting new people in class;
- Self-segregation in class across culture, ethnicity or race;
- Inability to engage in “difficult conversations” (about cultural differences); and
- Not knowing how to engage instructors and profoundly different students.

Student focus groups also identified a list of intercultural anxieties found in the *Intercultural Promise*. The most acute intercultural issue amongst undergraduate students was identified as a growing tension between Canadian-born (or Canadian-raised) students and students that are new to Canada (either as international or new immigrant students), especially of the same ethnic group.

The Strategic Framework and Goals

Drawing from this strategic plan’s needs assessment, the first three goals target the root causes of UBC’s intercultural challenges. In extensive consultation with faculty, staff and students, three core issues surfaced as the root source of UBC’s intercultural struggles.

They include:

- To be a campus where students, staff and faculty more easily form meaningful social relationships by fostering a culture of dynamic interaction across cultural differences and disciplines;
- To grow the capacity for students, faculty, staff and alumni to engage in difficult or courageous conversations about and across social and cultural differences;
- To experience intercultural understanding as classroom content, through curriculum, pedagogy and/or student intervention.

The next three goals target the organizational adjustments or habits needed to effectively and

meaningfully embed intercultural understanding into all aspects of the University experience, in a concrete and lasting way.

- To employ intercultural understanding as a means to advance academic and operational excellence;
- To be at least the sum of our parts by tightening the connections between existing expertise and experience; and
- To enhance our leadership expectations and support of UBC staff through leadership and staff development, in ways that are structurally effective and innovative.

Faculties, departments and units are invited to concentrate on 1 to 2 strategic goals, per set, varying on their needs, assets and constraints, in a staggered sequence.

It is recommended that as a minimum, Goals 1 and 4, be integrated into existing initiatives as the “primary activity” for Year 1 and Year 2, followed by “sustained activity” (activities that sustain these goals, as opposed to initiating them). Goals 2 and 5 become the primary activity for Year 2 and Year 3; and likewise, Goals 3 and 6 become the primary activity in Year 3 and Year 4. By Year 5, all strategic goals have been initiated and are in a phase of sustained activity.

2015/2016 Ongoing Strategic Plan Development & Communications

- Resources and tools for faculty and Academic Heads on the implementation of the intercultural understanding mid-level plan (identifying and sharing of promising classroom practices that foster intercultural learning);
- Expansion of Intercultural Promise: integration of UBCO’s unique strategic needs into existing mid-level plan;
- Refresh of existing plan, aligning with emerging vision for UBC.

Intercultural Understanding

Director, Intercultural Understanding Strategy Development

The following reflect activity, as they pertain to each strategic goal:

1. Fostering a culture of dynamic interaction

- **Fostering a “culture of dynamic interaction” amongst students, staff and faculty** through initiatives such as the “Hot Lunch”;
- **Community engagement: engagement with Chinese-speaking residents** (Civic Engagement Committee) in the University community;
- **Fostering space for spiritual wellbeing and faith identity:** development of guidelines for the provision of faculty and staff mediation and interfaith prayer spaces throughout campus.

2. Growing the capacity to engage in difficult or courageous conversations

- **Supporting student engagement and dialogues:** supporting student-lead initiatives to foster cross-cultural connections between cultural student groups and dialogues on intercultural issues;
- **Intercultural Facilitator Training** with graduate students.

3. To experience intercultural understanding as classroom content

- **Existing Curriculum Course coding:** surveying course offerings and coding for intercultural content (may lead towards intercultural and diversity core course requirements);
- **Internationalization of curriculum pilot:** a classroom participation pilot designed to encourage student contribution of international course content.

4. Employing intercultural understanding as a means to advance academic and operational excellence

- **Development of a Course Evaluation for Faculty:** aimed at measuring where faculty need support in delivering a more intercultural classroom experience, or in teaching highly diverse and international classes of students;
- **Library Diversity and Inclusion Team:** Active participation in the development of the Library’s central diversity committee and staff development plan.

The University’s commitment towards intercultural understanding is a response to a unique opportunity at UBC Vancouver to be a genuinely intercultural learning and work environment, contribute to the human wellbeing of the campus community, and fulfill the University’s social obligation towards intellectual diversity.

*UBC Intercultural Understanding Strategic Plan:
The Intercultural Promise*

5. Tightening the connections between existing expertise and experience

- **Supporting and coordinating initiatives related to intercultural understanding across both campuses.**
- **Asian Canadian Community Engagement Initiative (ACCE):** bringing together subject-matter expertise (faculty and staff) in Asian Canadian community engagement, development of best practices, guidelines and University-wide resources;
- **Social Sustainability Working Group:** engaged in the coordination of efforts around social sustainability and social wellbeing throughout UBC;
- **Engagement and/or support of intersecting staff/faculty committees:** including the Pasteur’s Quadrant Working Group, the Provost’s Advisory on Equity and Diversity, and the on-going development of an intercultural understanding community of practice.

6. Leadership and staff development, in ways that are structurally effective and innovative

- **Management Training:** Launching and support of the intercultural stream of Managing@UBC;
- **Intercultural fluency workshops** for faculty, managers and staff (both campuses);
- **Intercultural workplace readiness:** soft skills training for students (Career Centre, Sauder Career Centre, MMA Program, Jumpstart, English Language Institute, Vantage College).

Equity Enhancement Fund

The Equity Enhancement Fund administered by the Equity and Inclusion Office awarded \$83,254 in 2014 to thirteen groups at UBC. On the UBC Vancouver campus eight groups received a total of \$58,254 in funding and five groups at UBC Okanagan were awarded a total of \$25,000.



B.U.I.L.D. club organized a half time event for players in advance of Special Olympics Canada Summer Games

UBC Vancouver Recipients

B.U.I.L.D. club: Building Understanding of Intellectual Disabilities

Recipients: School of Kinesiology - Undergraduate students.

Description: The objective of B.U.I.L.D club is to promote involvement in the Special Olympics Canada Summer Games (July 8-12, 2014) and increase awareness of intellectual disabilities amongst students, staff and the University community. The project worked to build sustainable relationships with intellectual disability organizations and members of the UBC community.

5th Annual F Word Conference

Recipients: Institute for Gender, Race, Sexuality and Social Justice Undergraduate Students Association (GSJUSA).

Description: The F Word Conference is a unique, student-run event that fosters the research of undergraduate students interested in feminist thought, as well as feminist scholarship and activism more broadly. It aims to raise awareness about a range of important issues, including but not limited to indigenous studies, queer theory, fat-positivity, anti-

racist work, decolonizing methodologies and their intersections with feminisms, social justice, and sexual assault.

The 5th Annual F Word undergraduate conference with the theme "Fostering feminist communities and scholarship" was held on May 3, 2014.



UBC Nehiyo-paskwa-itsimowin Pow-wow Celebration

Recipients: The First Nations Studies Student Association and Indigenous Student Association.

Description: The *Nehiyo-paskwa-itsimowin Pow-wow Celebration* took place on April 4, 2014. More than a thousand people attended UBC's first annual Pow-wow celebration. A team of forty volunteers produced the event which was attended by local performers, as well as those from across Canada and the US.

The goal of the Pow-wow was to honour and celebrate Cree pow-wow traditions, and was an effort to educate the general public about the diversity of Indigenous cultures. Pow-wow is a traditional Cree celebration about life, dance and song, and this event is an opportunity for Aboriginal Peoples to celebrate this culture, while also offering the chance for non-native people to learn and be a part of the pow-wow experience.

Equity Enhancement Fund

Knowing the Land Beneath Our Feet at UBC

Recipients: First Nations Studies Program.

Description: UBC Vancouver is rich in Indigenous history and presence, but for many people this history and presence is invisible. Many of the Indigenous names, artwork, and architecture across campus denote important relationships between campus units and local First Nations, and all provide the occasion to think about our history together in this place.

Knowing the Land Beneath Our Feet is a multimedia initiative aimed at bringing these stories and histories to light to teach students, faculty, staff and visitors alike about their responsibility to uphold the relationships signified by these pieces.

In partnership with First Nations Studies Program (FNSP), Coordinated Arts Program (CAP) and Aboriginal Initiatives, Centre for Teaching, Learning and Technology they created curriculum materials that incorporate the walking tour into sustainable lesson plans that enable students to experience what it means to be on the traditional, ancestral, and unceded territory of the hən'q'əmin'əm'-speaking Musqueam people. They are also creating a digital tour on a web interface developed by UBC Digital Media Technologies so that anyone can access information about the many house posts, totem poles, signs, and other sites of this tour.

Inspiring a Career in Health Sciences

Recipients: MD Undergraduate Program, Faculty of Medicine

Description: The objective of this outreach program was to introduce students from low-income families, in grades 8-10, to a variety of health science programs and activities to inspire career choices in Health Sciences.

Widening the Circle: Indigenous Pedagogies in Teacher Education

Recipients: Faculty of Education

Description: The project aims to enhance curriculum experiences in the Teacher Education program through the engagement of Indigenous knowledge holders (Elders and knowledge keepers). These knowledge

keepers mentored faculty/instructors and model for them, as well as the 680 teacher candidates in the program, the practices of Indigenous pedagogies in a range of undergraduate course settings.

Emerging Aboriginal Scholars Summer Program

Recipients: Department of Mathematics and First Nations House of Learning

Description: A five week summer internship program where aboriginal high school students took courses in math, science and English, work with members of the university community, engage in cultural activities and learn about academic and career possibilities at UBC and beyond.

Where Are We In The World? Film Screening



Where Are We in the World? Enhancing UBC as a Place for Transformative International Community-Building

Recipients: St. John's College (SJC) and Centre for Teaching, Learning and Technology (CTLT).

Description: The focus of this initiative is to provide a strong foundation experientially to answer the question of "where" we are in terms of UBC and Vancouver as places on unceded Musqueam, Squamish, and Tsleil-Waututh territories. Viewers of this film series are invited to re-engage with sites around the Lower Mainland shaped by often ignored or hidden histories of struggle through the stories of local community members, elders, educators, activists, and historians.

Two of the short documentaries feature perspectives on Vancouver's Chinatown and the Komagata Maru incident of 1914. These stories provide an opportunity to critically reflect on themes of place, historical consciousness, and reciprocity. The next film in the series will explore UBC's location on the unceded territory of the Musqueam people.

Equity Enhancement Fund



Internationally renowned artist Alex Janvier was invited to be an artist in residence through the Indigenous Activist Art Residency Program

UBC Okanagan Recipients

Indigenous Activist Art: Residency Program

Recipients: Faculty of Creative and Critical Studies

Description: The residency program brought together well-established Indigenous artists from across the country to present new work, develop collaborations, and integrate Indigenous methodologies around art and daily process into the fabric of UBC Okanagan and the Kelowna community at large. Alex Janvier was the UBC artist-in-residence from Oct. 4 to 17, 2014.

Women in Engineering at UBC Okanagan

Recipients: School of Engineering undergraduate students.

Description: The goal of this program was to provide a platform for women to advance their skills required to be successful in their engineering careers.

The group held a Powertools Workshop for 60 Applied Science students. In addition, the group participated in IGE day - Introduce a Girl to Engineering Day. This is an international initiative intended from the Women's Engineering Society to give a chance for every girl and young woman to try engineering for a day. 75 female high school students participated in the event.

Building a strong intercultural and inclusive campus community

Recipients: International Programs and Services.

Description: The project aimed to increase intercultural understanding, communication and competencies amongst staff, faculty and off-campus service providers who work directly with international, aboriginal and visible minority students by providing a variety of professional development opportunities.

AccessABILITY

Recipients: Disability Resource Centre.

Description: The objective is to increase the accessibility of UBC Okanagan's current fitness facility and to connect the Human Kinetics Department with the Disability Resource Centre and the UBC Okanagan Fitness Facility to connect certified and capable trainers with individuals registered with the Disability Resource Centre.

yr'kstmncutəlz- Around the Circle

Recipients: UBCO Aboriginal Programs and Services

Description: yr'kstmncutəlz "Around the Circle" provided a tangible approach to incorporating Indigenous culture, practices and teaching into campus operations as a means to support and advance intercultural understanding at UBC Okanagan's campus.



Vancouver secondary school students attended the Emerging Aboriginal Scholars Program in 2014. Students are shown at the Faculty of Forestry.

Communications and Events

Public Events



Vivek Shraya at post film screening discussion

Vivek Shraya “What I LOVE about being QUEER” film screening and discussion

Film screenings were held at the Okanagan and Vancouver campuses attended by 300 people. This event garnered interest from student newspapers, and the UBC Bookstore created a display and offered discounts on LGBTQ-themed books during the week.



Thrive Week 2014 panelists

Thrive Week panel discussion

Equity and Inclusion Office and the Liu Institute for Global Issues presented a panel discussion during Thrive Week titled *An Empathetic Response to Racism and Social Anxiety*. Panelists included Dr. Toni Schmader, Canada Research Chair and Professor in the Department of Psychology, Dai Kojima, a PhD Candidate in Human Development, Learning and Culture and a Liu Scholar; Eva Thomas, Diversity Advisors at Access and Diversity and Aida Mwanzia, a Science undergraduate student.



Rule Out Racism panelists

Rule Out Racism Week

Held concurrently at the UBC Okanagan and Vancouver campuses from March 16-20, 2015 this annual event included a highly provocative program of presentations, discussions and engaging workshops addressing the need for greater conversation about anti-racism practices, and what can be done concretely to address racism. The 2015 theme was “This is what antiracism looks like.”

Rule Out Racism is hosted by UBC Equity and Inclusion Office and is held in recognition of the United Nations International Day for the Elimination of Racial Discrimination on March 21.



The Equity and Inclusion Office and Human Resources partnered at a booth at the 2014 Welcome Back Barbecue. We received more than 500 responses to the question “How can I help make UBC a respectful place.”

Communications and Events

Orientations

Imagine Day 2014

Equity and Inclusion Office staff greeted new students with hand held signs, an equity-themed hockey shoot-out and give-aways. Students were asked the question "How can you make UBC a respectful place" and entered in a draw for a UBC Bookstore certificate.

Staff Welcome Back BBQ

For the annual staff barbecue Equity and Inclusion Office staff teamed up with Human Resources to at an interactive booth where they asked staff the question "How can you help make UBC a more respectful place?" More than 500 staff contributed answers and received a re-usable bag with the saying "Together we make UBC a respectful place to work, learn and live."

Communication Campaigns

Culture is not a Costume

October 2014: Student-focused campaign ran on the Okanagan and Vancouver campuses and utilized posters, social media and media outreach. As a result The Ubyyssey published an article "This is not ok: culture is not a costume."

**This Halloween -
Think before you dress up**

Culture is not a costume
At UBC we do not mimic cultural,
racial or ethnic groups

It's a matter of respect

"Culture is not a costume" campaign for Halloween 2014

Equity Enhancement Fund

In 2015, due to more flexible application guidelines and wider promotion a record number of applications were received: 57 from Vancouver and 15 from the Okanagan.

2014: Received 26 proposals from Vancouver and 10 proposals from the Okanagan. 13 groups received funding: Eight from Vancouver totaling \$58,254 and five from the Okanagan totaling \$25,000.

2015: Received 57 proposals from Vancouver and 15 proposals from the Okanagan. 19 groups receiving funding - 14 from Vancouver totaling \$93,350 and five from the Okanagan totaling \$16,000. Nine of the 19 proposals were from student-led organizations.



#LunarUBC video produced by Equity and Inclusion Office

Lunar New Year campaign

In February 2015 the Equity and Inclusion Office partnered with units across the UBC Vancouver campus to promote Lunar New Year related events.

- UBC Public Affairs published an interview on "What is Lunar New Year" with Qian Wang, UBC's Asian Studies Chinese language program director.
- UBC Communications & Marketing produced a Lunar New Year graphic for social media channels which was distributed widely to UBC communications professionals.
- The Equity and Inclusion Office produced a short video titled "#LunarUBC: Happy Year of the Sheep." It was promoted via official social media channels including youtube and facebook.

Equity and Inclusion Office
University of British Columbia
2306 - 1874 East Mall
Vancouver, BC, Canada V6T 1Z1



a place of mind

THE UNIVERSITY OF BRITISH COLUMBIA

Employment Equity Report 2014

Prepared by the UBC Equity and Inclusion Office

EXECUTIVE SUMMARY

In September 2015 UBC celebrates its Centennial year. As Interim President and Vice-Chancellor Martha Piper recently wrote: “This Centennial not only offers us the occasion to celebrate a century of success; it also gives UBC an opportunity to rededicate itself to the goals of an exceptional learning environment, true global citizenship, a civil and sustainable society, and a program of outstanding research, all in the service of the people of British Columbia, Canada, and the world.”

UBC is committed to improving employment equity and protecting the human rights of students, faculty and staff across its campuses and work sites. These areas of focus are integrated into the University’s broader commitment to excellence and mutual respect. Equity and human rights are integral to UBC’s academic pursuits, working lives, and involvement in the larger campus community.

This Employment Equity Report constitutes UBC’s commitment in compliance with the Federal Contractors Program (FCP), which requires that employers of a certain size must develop an employment equity plan.

This report provides tables showing the headcount and percentage-incidence of employees in each Occupational Group and Designated Groups. “Occupational Group” refers to Employment Equity Occupational Group, which combines jobs that are similar in level or type of work. “Designated Group” includes the four groups designated by legislation - Women, Aboriginal Peoples, Visible Minorities, and Persons with Disabilities - as well as a fifth category that UBC has chosen to designate, Sexual/Gender Diversity. UBC’s internal data is compared to the external Census-Canada data, which is itself labelled “Comparison to Census.”

UBC Vancouver Campus

For the Vancouver Campus, the percentage of those self-identifying as Women in the survey is above the Census Canada comparison group for more than half of the Occupational Group. The percentage representation is at least ten percent higher than the Census Canada comparison for Middle & Other Managers, Professionals, Semi-Professionals & Technicians, and Supervisors. The percentage of employees who self-identified as Aboriginal Peoples in UBC’s Equity Census is 1.8% overall, similar to the previous year. UBC’s representation of 1.8% is below that of the Census Canada representation for the Vancouver Workforce Population as well as the National Workforce Population, which is 2.1% and 3.5%, respectively.

For the Vancouver Campus, the percentage of people self-identifying as Visible Minorities in the survey is at a level below their representation in Vancouver but above the national workforce. The percent self-identifying in the survey as Visible Minorities was 32.8% in 2013 and in 2014 is 33.7%. The representation of Persons with Disabilities remains below the

external labour market, where the provincial workforce reports 5.8% of the population being Persons with Disabilities, and by comparison UBC Vancouver Campus has 4.9% representation amongst faculty and staff. In addition, 5.9% of staff and faculty identified as having a diverse sexual or gender identity.

Amongst new hires completing the questionnaire, UBC Vancouver Campus hires those self-identifying as Women at a higher rate than the external market. In addition, UBC has seen improvements in the hiring of those who self-identify as Aboriginal Peoples and Visible Minorities although their representation in the workforce more generally is still under that of the labour market data for Vancouver. However, the UBC Vancouver Campus is less successful at hiring those who self-identify as a Persons with Disabilities, neither equalling UBC's current representation nor the external labour market data. Likewise, the current proportion of hires of those with diverse sexual or gender identities is below that of the pre-existing representation at the Vancouver Campus.

UBC Okanagan Campus

Employees at the UBC Okanagan Campus self-identifying as Women in the questionnaire are represented at a percentage rate that is above the Census Canada comparison for five Occupational Groups, including such levels as Senior Managers, Middle & Other Managers, Professionals, Semi-Professionals & Technicians, and Administrative & Senior Clerical. The number of employees who self-identified as Aboriginal Peoples is 3.0% overall, and is below the Census Canada Kelowna average of 4.3% as well as the national workforce average of 3.5%, although UBC's representation has increased from last year.

The percentage of people self-identifying as Visible Minorities is higher than the Census Canada comparison group for five of the eight Occupational Groups. Those self-identifying as Persons with Disabilities have a level of representation on the Okanagan Campus that is lower than the national workforce average as well as the provincial workforce average. Like last year, people who self-identify within the Sexual/Gender Diversity group represent 4.1% of faculty and staff on the Okanagan Campus.

Amongst new hires completing the questionnaire, the UBC Okanagan Campus hires those self-identifying as Women or as Aboriginal Peoples at a higher rate than the Census Canada external market comparison group. Amongst those self-identifying in the questionnaire, Visible Minorities are hired at a percentage that is higher than pre-existing representation, and also above the Census Canada comparison group for Kelowna. However, Visible Minorities are hired at a lower rate than the national workforce comparison group. The Okanagan hires those self-identifying on the survey as Persons with Disabilities at a percentage rate that is lower than pre-existing representation, and also below the provincial and national labour market comparison group. The percentage of new hires self-identifying in the survey within the

Sexual/Gender Diversity category is below the percentage of pre-existing representation on the Okanagan Campus.

This 2014 report incorporates several changes from the 2012 and 2011 report. In the Appendix, a Table Conversion Key is provided for reference purposes to assist those who are comparing this year's tables to years prior.

Also provided are appendices that include a Table Conversion Key, information on the Return Rate (i.e. participation rate in the survey), an explanation on this Report's terminology for Sexual/Gender Diversity, and Methodology Notes.

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Introduction

The Equity and Inclusion Office envisions a community in which human rights are respected and equity is embedded in all areas of academic, work and campus life. Through its leadership, vision and collaborative action, the Equity and Inclusion Office will further UBC's commitment to excellence, equity and mutual respect.

Vision & Mission Statements, Equity and Inclusion Office

UBC is committed to improving employment equity and protecting the human rights of students, faculty and staff across its campuses and work sites. These areas of focus are integrated into the University's broader commitment to excellence and mutual respect. Equity and human rights are integral to UBC's academic pursuits, working lives, and involvement in the larger campus community.

In September 2015 UBC celebrates its Centennial year. As Interim President and Vice-Chancellor Martha Piper recently wrote: "This Centennial not only offers us the occasion to celebrate a century of success; it also gives us an opportunity to rededicate ourselves to the goals of an exceptional learning environment, true global citizenship, a civil and sustainable society, and a program of outstanding research, all in the service of the people of British Columbia, Canada, and the world."

In order to pursue excellence in research, innovation, and student success, UBC must foster opportunity for a diverse workforce. UBC aspires to exceed minimal expectations required by employment equity legislation. Put simply, understanding and implementing employment equity helps achieve inclusion, fairness and brings a rich diversity to UBC as a workplace.

Amongst UBC's key efforts is this Employment Equity Report, where the representation of the designated groups amongst different Occupational Groups for faculty and staff have been tracked and reported on. Federal Employment Equity legislation has designated four equity groups - Women, Aboriginal Peoples, Visible Minorities, and Persons with Disabilities. In addition, UBC has chosen to designate Sexual/Gender Diversity as a fifth designated group. "Occupational Group" refers to Employment Equity Occupational Group (EEOG), a grouping of all staff into 15 categories based on National Occupational Codes. UBC's internal data is compared to the external Census-Canada data, which is itself labelled "Comparison to Census."

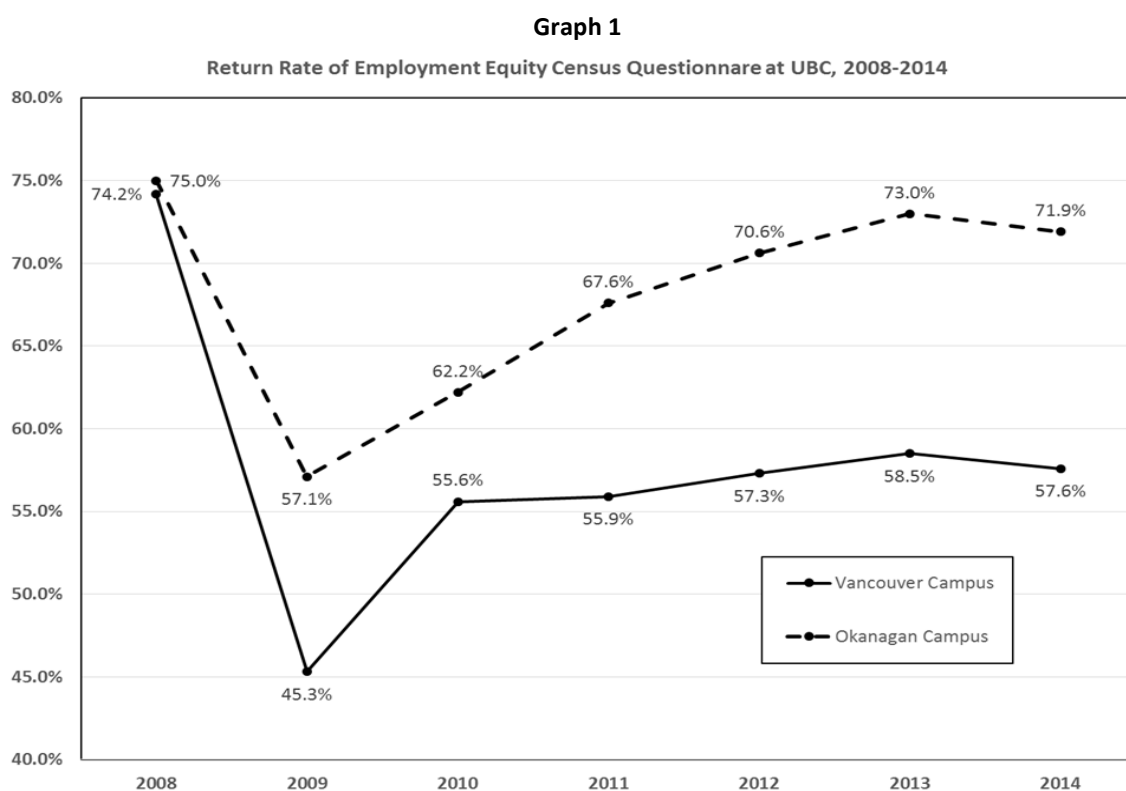
This information is collected through the UBC Employment Equity Census Questionnaire that, upon hire, asks people to self-identify if they are a member of the four designated groups or as having a diverse sexual or gender identity. Cross-sectional analysis of this data is provided by Occupational Group, designated group, campus (Vancouver or Okanagan), and bargaining unit, in order to identify areas where UBC's representation is higher than, or lower than the Canadian Census population. UBC also tracks hiring trends, and collects and reports information on supplemental categories such as ethnicity and type of disability.

This report also constitutes UBC's commitment to compliance with the Federal Contractors Program that requires employers of a certain size to survey their employees and develop an equity

plan, in order to receive federal contracts beyond a certain dollar amount. As UBC receives significant funding from the Government of Canada, UBC is committed to compliance at the very least, and will continue to pursue equity goals that are above and beyond those required by the legislation.

This 2014 Report incorporates several changes from the 2011 and 2012 reports, and for those readers who are comparing reports between years, a table key in Appendix A has been provided to match table numbers and page numbers. There were no substantial changes to the table sequencing from the 2013 to the 2014 report.

Regarding the level of participation in UBC’s Employment Equity Census (also known as “return rate”), it should be noted that the 2014 questionnaire had a lower participation rate than the year prior (Graph 1, below). For the Vancouver Campus, participation decreased from 58.5% in 2013 to 57.6% in 2014. For the Okanagan Campus, participation decreased from 73.0% in 2013 to 71.9% in 2014. For more information, detailed tables regarding the return rate are provided in Appendix B.



Employment Equity Occupational Groups at UBC

All positions at UBC, both faculty and staff, are classified using the fifteen Employment Equity Occupational Groups (EEOGs) established by the Federal Government. Table 1 (below) lists these groups, examples of UBC positions in each category, and the geographic area from which UBC could normally recruit staff. Please note that some of the groups do not apply to the Okanagan Campus.

Table 1

Employment Equity Occupational Groups (EEOGs)

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

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

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

Representation of Designated Groups amongst Staff and Faculty Vancouver Campus

Tables 2-6 provide information on the representation of designated groups amongst faculty and staff at the UBC Vancouver Campus. The data is presented for each designated group in a separate table, and includes both 2013 and 2014 data. Hiring trend data is provided in Table 7 with additional analysis of the dynamic between UBC's hiring and pre-existing representation of designated groups. These tables are created as described in the Methodology Notes in Appendix D of this Report.

Table 2
Representation of Women (October 31, 2014)
UBC Vancouver Campus

#	Occupational Group (EEOG)	Gender					
		2014			% Women 2013	% Women 2014	Comparison to Census
		Women	Men	Total			
1.	Senior Managers	15	27	42	39.5%	35.7%	27.4%
2.	Middle & Other Managers	460	420	880	53.1%	52.3%	39.8%
3.	University Professors	1,340	2,014	3,354	39.2%	40.0%	43.3%
4.	Professionals	1,903	1,088	2,991	63.3%	63.6%	51.8%
5.	Semi-Professionals & Technicians	1,034	647	1,681	63.9%	61.5%	48.5%
6.	Supervisors	127	53	180	63.7%	70.6%	51.4%
7.	Supervisors: Crafts & Trades	0	29	29	0.0%	0.0%	12.0%
8.	Administrative & Senior Clerical	857	115	972	87.4%	88.2%	79.0%
9.	Skilled Sales & Service	50	107	157	31.1%	31.8%	46.2%
10.	Skilled Crafts & Trades	3	234	237	1.6%	1.3%	3.9%
11.	Clerical Personnel	504	145	649	79.8%	77.7%	70.0%
12.	Intermediate Sales & Service	387	171	558	67.5%	69.4%	64.2%
13.	Semi-Skilled Manual Workers	9	38	47	24.0%	19.1%	17.1%
14.	Other Sales & Service	373	387	760	49.4%	49.1%	57.8%
15.	Other Manual Workers	4	57	61	7.0%	6.6%	30.1%
Total		7,066	5,532	12,598	56.1%	56.1%	n.a.
National Workforce Population (All Occupational Groups)							48.2%
Vancouver Workforce Population (All Occupational Groups)							48.6%

n.a.= not applicable or not available

Women at the Vancouver Campus

As shown in Table 2 above, Women at the UBC Vancouver Campus self-identify in UBC's Equity Census at a percentage rate which is higher than the Canada Census comparison group for more than half of Occupational Groups (EEOG), including such levels as Senior Managers, Middle & Other Managers, Professionals, Semi-Professionals & Technicians, Supervisors, Administrative & Senior Clerical, Clerical Personnel, Intermediate Sales & Service, and Semi-Skilled Manual Workers. The percentage representation is at least ten percent higher than the Census Canada comparison for Middle & Other Managers, Professionals, Semi-Professionals & Technicians, and Supervisors. Women also self-identify in the Equity Census at a rate which is below the Census Canada

comparison in such areas as University Professors, Supervisors: Crafts & Trades, Skilled Sales & Service, Skilled Crafts & Trades, Other Sales & Service, and Other Manual Workers.

Table 3
Representation of Aboriginal Peoples (October 31, 2014)
UBC Vancouver Campus

#	Occupational Group (EEOG)	Aboriginal Peoples			
		Respondents to the UBC EE Census Questionnaire			Comparison to Census
		# 2014	2013%	2014%	
1.	Senior Managers	1	0.0%	2.9%	2.9%
2.	Middle & Other Managers	7	2.0%	1.3%	1.5%
3.	University Professors	22	1.6%	1.4%	1.3%
4.	Professionals	27	1.5%	1.5%	1.3%
5.	Semi-Professionals & Technicians	17	1.6%	2.1%	2.3%
6.	Supervisors	1	0.8%	0.9%	2.6%
7.	Supervisors: Crafts & Trades	0	0.0%	0.0%	3.0%
8.	Administrative & Senior Clerical	16	2.3%	2.6%	2.1%
9.	Skilled Sales & Service	1	0.0%	2.6%	2.3%
10.	Skilled Crafts & Trades	3	3.5%	3.4%	2.9%
11.	Clerical Personnel	9	1.7%	2.6%	2.4%
12.	Intermediate Sales & Service	5	3.0%	2.4%	2.3%
13.	Semi-Skilled Manual Workers	1	0.0%	6.7%	2.2%
14.	Other Sales & Service	5	2.2%	2.3%	2.7%
15.	Other Manual Workers	2	8.3%	8.3%	3.2%
Total		117	1.8%	1.8%	n.a.
National Workforce Population (All Occupational Groups)					3.5%
Vancouver Workforce Population (All Occupational Groups)					2.1%

n.a.= not applicable or not available

Aboriginal Peoples at the Vancouver Campus

As shown in Table 3 above, the percentage of employees who self-identified as Aboriginal Peoples in UBC's Equity Census is 1.8% overall. UBC's representation of 1.8% is below that of the Census Canada representation for the Vancouver Workforce Population as well as the National Workforce Population, which is 2.1% and 3.5%, respectively. Ten Occupational Groups have seen an increase or remained stable in the percentage representation while five Occupational Groups have seen a decline.

Visible Minorities at the Vancouver Campus

The percentage of people self-identifying as Visible Minorities in UBC's Equity Census (Table 4, below) is at a level above their representation in the broader Canadian workforce, yet below that of the Vancouver workforce. However, the percent self-identifying as Visible Minorities in UBC's Equity Census has increased from 32.8% in 2013 to 33.7% in 2014. Twelve of the fifteen Occupational Groups have seen an increase from 2013 to 2014.

Looking at the breakdown by Occupational Group, people self-identifying as Visible Minorities in UBC's Equity Census remains at or above the percentage representation in the Canadian Census population for eight of fifteen groups. Occupational Groups where Visible Minorities are self-reporting at a rate below the comparison group include Senior Managers, Middle & Other Managers, University Professors, Professionals, Supervisors: Crafts & Trades, Semi-Skilled Manual Workers, and Other Manual Workers.

Table 4
Representation of Visible Minorities (October 31, 2014)
UBC Vancouver Campus

#	Occupational Group (EEOG)	Visible Minorities			
		Respondents to the UBC EE Census Questionnaire			Comparison to Census
		# 2014	2013%	2014%	
1.	Senior Managers	1	0.0%	2.9%	10.1%
2.	Middle & Other Managers	132	23.7%	25.4%	37.0%
3.	University Professors	289	18.6%	18.7%	19.1%
4.	Professionals	627	33.7%	34.7%	37.1%
5.	Semi-Professionals & Technicians	334	40.0%	42.0%	37.0%
6.	Supervisors	66	57.6%	60.0%	43.4%
7.	Supervisors: Crafts & Trades	2	18.2%	15.4%	28.7%
8.	Administrative & Senior Clerical	220	33.4%	35.3%	35.3%
9.	Skilled Sales & Service	27	77.4%	71.1%	53.5%
10.	Skilled Crafts & Trades	31	30.2%	34.8%	31.8%
11.	Clerical Personnel	159	45.6%	46.2%	42.3%
12.	Intermediate Sales & Service	109	51.5%	52.7%	47.5%
13.	Semi-Skilled Manual Workers	6	35.3%	40.0%	48.9%
14.	Other Sales & Service	146	64.2%	66.4%	55.9%
15.	Other Manual Workers	7	29.2%	29.2%	47.6%
Total		2,156	32.8%	33.7%	n.a.
National Workforce Population (All Occupational Groups)					17.8%
Vancouver Workforce Population (All Occupational Groups)					41.8%

n.a.= not applicable or not available

Persons with Disabilities at the Vancouver Campus

Based on self-identification in UBC's Equity Census, Persons with Disabilities (Table 5, below) are represented across all Occupational Groups at UBC's Vancouver Campus. However, the representation of Persons with Disabilities remains below the Provincial workforce average of 5.8%, yet is at the same level as the national workforce average of 4.9%.

Table 5
Representation of Persons with Disabilities (October 31, 2014)
UBC Vancouver Campus

#	Occupational Group (EEOG)	Persons with Disabilities			
		Respondents to the UBC EE Census Questionnaire			Comparison to Census
		# 2014	2013%	2014%	
1.	Senior Managers	1	3.1%	2.9%	4.3% ^a
2.	Middle & Other Managers	20	4.7%	3.8%	4.3% ^a
3.	University Professors	57	3.9%	3.7%	3.8%
4.	Professionals	83	4.1%	4.6%	5.4%
5.	Semi-Professionals & Technicians	47	6.6%	5.9%	4.5% ^b
6.	Supervisors	4	3.2%	3.6%	5.8% ^c
7.	Supervisors: Crafts & Trades	1	0.0%	7.7%	5.8% ^c
8.	Administrative & Senior Clerical	27	4.1%	4.3%	3.8% ^b
9.	Skilled Sales & Service	2	6.5%	5.3%	3.3% ^b
10.	Skilled Crafts & Trades	7	9.3%	7.9%	7.4% ^b
11.	Clerical Personnel	22	6.4%	6.4%	5.1% ^b
12.	Intermediate Sales & Service	17	7.0%	8.2%	5.7%
13.	Semi-Skilled Manual Workers	3	23.5%	20.0%	7.8% ^b
14.	Other Sales & Service	18	9.2%	8.2%	7.3% ^b
15.	Other Manual Workers	3	12.5%	12.5%	5.8% ^c
Total		312	5.0%	4.9%	n.a.
National Workforce Population (All Occupational Groups)					4.9%
Provincial Workforce Population (All Occupational Groups)^d					5.8%

Footnotes:

a = For Comparison to Census data, the data combines Senior Managers with Middle & Other Managers.

b = According to Statistics Canada, this figure should be used with caution due to small sample size.

c = For these Occupational Groups, due to small sample size for the level-specific Census Canada data, we provide the representation of Persons with Disability for all Occupational Groups province-wide.

d = Occupational Group numbers 4 to 15 are compared to the entire provincial labour market, due to the absence of city-specific data for this data source.

n.a. = not applicable or not available.

Sexual/Gender Diversity at the Vancouver Campus

People who self-identify within the Sexual/Gender Diversity group represent 5.9% of faculty and staff on the Vancouver Campus (Table 6, below).

Table 6
Representation of Sexual/Gender Diversity (October 31, 2014)
UBC Vancouver Campus

#	Occupational Group (EEOG)	Sexual/Gender Diversity ^a		
		Respondents to the UBC EE Census Questionnaire		
		# 2014	2013%	2014%
1.	Senior Managers	4	12.5%	11.8%
2.	Middle & Other Managers	34	6.3%	6.5%
3.	University Professors	101	6.3%	6.5%
4.	Professionals	108	6.2%	6.0%
5.	Semi-Professionals & Technicians	45	7.0%	5.7%
6.	Supervisors	7	4.8%	6.4%
7.	Supervisors: Crafts & Trades	0	0.0%	0.0%
8.	Administrative & Senior Clerical	37	6.1%	5.9%
9.	Skilled Sales & Service	4	12.9%	10.5%
10.	Skilled Crafts & Trades	0	0.0%	0.0%
11.	Clerical Personnel	12	4.2%	3.5%
12.	Intermediate Sales & Service	17	7.0%	8.2%
13.	Semi-Skilled Manual Workers	0	0.0%	0.0%
14.	Other Sales & Service	8	4.8%	3.6%
15.	Other Manual Workers	1	8.3%	4.2%
Total		378	6.1%	5.9%

Footnotes:

n.a. = not applicable or not available.

a = The Sexual/Gender Diversity category includes those who self-identified as lesbian, gay, bisexual, queer or questioning, trans*, transsexual, intersex, asexual +, or other analogous term. We have omitted the comparison to Canadian Census due to limited external data.

Persons from this broadly-defined Sexual/Gender Diversity community can be found in most Occupational Groups, with the exception of Supervisors: Crafts & Trades, Skilled Crafts & Trades, and Semi-Skilled Manual Workers. Otherwise, representation is between 3.5% and 11.8%. The highest representation is amongst Senior Managers and Skilled Sales & Service. However, the proportion of Sexual/Gender Diversity changed from 6.1% in 2013 to 5.9% in 2014.

Within this larger 5.9% of the workplace, 5.5% identify as lesbian, gay, bisexual, queer or an analogous term. An additional 0.4% of respondents self-identify as trans, transgender, gender-fluid, or an analogous term. These two categories have been combined in order to ensure greater confidentiality because of the small population size. Please also note that for this group, external labour market comparisons are not available.

New Hires at the Vancouver Campus

In this section, hiring rates (Table 7 below) are compared to the Canada Census pre-existing representation of staff and faculty by designated group. New hire data is based on those new hires self-identifying as members of a particular designated group on UBC's Equity Census Questionnaire.

Amongst those completing the Equity Census Questionnaire, for Women, UBC Vancouver Campus hires at a higher rate than the external market; 63.1% of new staff and faculty self-identify as Women, compared to 48.2% of Canadian workers and 48.6% of Vancouver workers.

UBC hires people who self-identify as Aboriginal peoples at a percentage rate that is typically higher than the external markets; 2.6% of new faculty and staff self-identify as Aboriginal Peoples compared to 2.1% of the Vancouver Workforce Population. Vancouver is UBC's target recruiting market for most Occupational Groups (i.e. excluding Senior Managers which is a national labour market, and University Professors, which are compared to the national labour market for this report but might normally be regarded as an international labour market). UBC's estimated representation of Aboriginal Peoples amongst new hires is higher than the Census Canada benchmark for such levels as Senior Managers, Professionals, Semi-Professionals & Technicians, Administrative & Senior Clerical, Clerical Personnel, and Intermediate Sales & Service.

UBC hires people who self-identify in the questionnaire as Visible Minorities at a higher rate (34.4% overall) than pre-existing representation (33.7% overall), but below the Vancouver labour market (41.8% overall).

For University Professors, the results are more nuanced; 18.7% of UBC's current faculty and 20.0% of new hires self-identify as Visible Minority in the Equity Census Questionnaire, which in both cases exceeds the Canadian Census national labour market comparison of 17.8%. While this report compares UBC's representation to the Canadian Census, for which the broadest possible comparison group is national, many faculty are recruited internationally.

Table 7

New Hires by Occupational Group and Designated Group (October 31, 2014)

UBC Vancouver Campus

#	Occupational Group (EEOG)	Gender					Aboriginal Peoples			Visible Minorities			Persons with Disabilities			Sexual /Gender Diversity ^e		
		Women	Men	Total	% Women	Comparison to Census	Number	Percent	Comparison to Census	Number	Percent	Comparison to Census	Number	Percent	Comparison to Census	Number	Percent	
1.	Senior Managers	4	8	12	33.3%	27.4%	1	11.1%	2.9%	1	11.1%	10.1%	0	0.0%	4.3% ^a	0	0.0%	
2.	Middle & Other Managers	137	148	285	48.1%	39.8%	2	1.2%	1.5%	42	24.7%	37.0%	4	2.4%	4.3% ^a	8	4.7%	
3.	University Professors	132	102	234	56.4%	43.3%	0	0.0%	1.3%	15	20.0%	19.1%	1	1.3%	3.8%	5	6.7%	
4.	Professionals	505	269	774	65.2%	51.8%	7	1.7%	1.3%	141	34.3%	37.1%	21	5.1%	5.4%	23	5.6%	
5.	Semi-Professionals & Technicians	313	168	481	65.1%	48.5%	8	4.0%	2.3%	72	36.2%	37.0%	7	3.5%	4.5% ^b	9	4.5%	
6.	Supervisors	21	15	36	58.3%	51.4%	0	0.0%	2.6%	13	65.0%	43.4%	1	5.0%	5.8% ^c	3	15.0%	
7.	Supervisors: Crafts & Trades	x	x	x	x	12.0%	x	x	3.0%	x	x	28.7%	x	x	5.8% ^c	x	x	
8.	Administrative & Senior Clerical	223	33	256	87.1%	79.0%	4	2.8%	2.1%	52	36.4%	35.3%	4	2.8%	3.8% ^b	10	7.0%	
9.	Skilled Sales & Service	20	39	59	33.9%	46.2%	x	x	2.3%	x	x	53.5%	x	x	3.3% ^b	x	x	
10.	Skilled Crafts & Trades	0	25	25	0.0%	3.9%	0	0.0%	2.9%	3	25.0%	31.8%	0	0.0%	7.4% ^b	0	0.0%	
11.	Clerical Personnel	137	57	194	70.6%	70.0%	6	6.6%	2.4%	41	45.1%	42.3%	3	3.3%	5.1% ^b	3	3.3%	
12.	Intermediate Sales & Service	108	31	139	77.7%	64.2%	2	6.7%	2.3%	14	46.7%	47.5%	3	10.0%	5.7%	2	6.7%	
13.	Semi-Skilled Manual Workers	2	6	8	25.0%	17.1%	x	x	2.2%	x	x	48.9%	x	x	7.8% ^b	x	x	
14.	Other Sales & Service	36	52	88	40.9%	57.8%	0	0.0%	2.7%	8	80.0%	55.9%	1	10.0%	7.3% ^b	0	0.0%	
15.	Other Manual Workers	0	6	6	0.0%	30.1%	x	x	3.2%	x	x	47.6%	x	x	5.8% ^c	x	x	
Total		1,638	959	2,597	63.1%	n.a.	30	2.6%	n.a.	402	34.4%	n.a.	45	3.9%	n.a.	63	5.3%	
National Workforce Population (All Groups)						48.2%				3.5%				17.8%				4.9%
Regional Workforce Population (All Groups) ^d						48.6%				2.1%				41.8%				5.8%

Footnotes:

a = For Comparison to Census data, the data combines Senior Managers with Middle & Other Managers.

b = According to Statistics Canada, this figure should be used with caution due to small sample size.

c = For these Occupational Groups, due to small sample size for the level-specific Census Canada data, we provide the representation of Persons with Disability for all Occupational Groups province-wide.

d = For Persons with Disabilities, Occupational Group numbers 4 to 15 are compared to the entire provincial labour market, due to the absence of city-specific data for this data source. For Gender, Aboriginal Peoples, and Visible Minorities, the data comparison is municipal data.

e = The Sexual/Gender Diversity category includes those who self-identified as lesbian, gay, bisexual, queer or questioning, trans*, transsexual, intersex, asexual +, or other analogous term. We have omitted the comparison to Canadian Census due to limited external data.

n.a. = not applicable or not available. x = data suppressed due to insufficient data to report.

UBC recruits people who self-identify as Persons with Disabilities in the questionnaire at a rate that is lower (at 3.9%) than UBC's pre-existing representation (at 4.9%), which is itself lower than the provincial comparison of 5.8%.

For the Sexual/Gender Diversity community, UBC Vancouver Campus recruits new staff who self-identify at a rate of 5.3%, which is lower than the pre-existing population of 5.9%.

Representation of Designated Group Members among Staff and Faculty Okanagan Campus

Tables 8-12 provide information on the representation of designated groups amongst UBC Okanagan Campus faculty and staff. The data is presented for each designated group in a separate table, and includes both 2013 and 2014 data. Hiring trend data is provided in Table 13 with additional analysis of the dynamic between UBC's hiring and pre-existing representation of designated groups. These tables are created based on the methodology described in the Methodology Notes in Appendix D of this Report.

Women at the Okanagan Campus

As shown in Table 8 below, employees at the UBC Okanagan Campus self-identifying as Women in the questionnaire are represented at a percentage rate that is above the Census Canada comparison for five Occupational Groups (EEOG), including such levels as Senior Managers, Middle & Other Managers, Professionals, Semi-Professionals & Technicians, and Administrative & Senior Clerical. The percentage representation is at least ten percent higher than the Census Canada comparison for Middle & Other Managers, Professionals, as well as Semi-Professionals & Technicians.

Table 8
Representation of Women (October 31, 2014)
UBC Okanagan Campus

#	Occupational Group (EEOG)	Gender					
		2014			% Women 2013	% Women 2014	Comparison to Census
		Women	Men	Total			
1.	Senior Managers	3	7	10	45.5%	30.0%	27.4%
2.	Middle & Other Managers	30	29	59	50.9%	50.8%	37.6%
3.	University Professors	175	235	410	45.0%	42.7%	43.3%
4.	Professionals	132	68	200	65.8%	66.0%	55.5%
5.	Semi-Professionals & Technicians	115	58	173	71.2%	66.5%	50.0%
6.	Supervisors	x	x	x	x	x	71.0%
7.	Supervisors: Crafts & Trades	n.a.	n.a.	n.a.	n.a.	n.a.	11.0%
8.	Administrative & Senior Clerical	86	7	93	90.2%	92.5%	85.7%
9.	Skilled Sales & Service	n.a.	n.a.	n.a.	n.a.	n.a.	51.9%
10.	Skilled Crafts & Trades	n.a.	n.a.	n.a.	n.a.	n.a.	3.1%
11.	Clerical Personnel	45	21	66	78.3%	68.2%	78.3%
12.	Intermediate Sales & Service	x	x	x	x	x	68.4%
13.	Semi-Skilled Manual Workers	n.a.	n.a.	n.a.	n.a.	n.a.	15.1%
14.	Other Sales & Service	0	17	17	0.0%	0.0%	57.6%
15.	Other Manual Workers	n.a.	n.a.	n.a.	n.a.	n.a.	22.9%
Total		586	442	1,028	58.0%	57.0%	n.a.
National Workforce Population (All Occupational Groups)							48.2%
Kelowna Workforce Population (All Occupational Groups)							49.1%

Footnotes:

n.a. = not applicable or not available.

Please note that the UBC Okanagan Campus does not have any positions that are matched to Occupational Group (EEOG) numbers 7, 9, 10, 13 and 15. However, we have provided the rows with n.a. in each cell to allow easier comparison to other tables.

x = data suppressed due to insufficient data to report.

Aboriginal Peoples at the Okanagan Campus

In Table 9 below, the number of employees who self-identified as Aboriginal Peoples in the Equity Census Questionnaire is 3.0% overall, and is below the Kelowna and national average of 4.3% and 3.5%, respectively. However the proportion has increased from the year prior.

Table 9
Representation of Aboriginal Peoples (October 31, 2014)
UBC Okanagan Campus

#	Occupational Group (EEOG)	Aboriginal Peoples			
		Respondents to the UBC EE Census Questionnaire			Comparison to Census
		# 2014	2013%	2014%	
1.	Senior Managers	1	12.5%	12.5%	2.9%
2.	Middle & Other Managers	3	7.1%	7.3%	2.6%
3.	University Professors	5	1.5%	1.9%	1.3%
4.	Professionals	6	4.4%	4.2%	2.5%
5.	Semi-Professionals & Technicians	2	2.0%	1.9%	3.1%
6.	Supervisors	x	x	x	6.3%
7.	Supervisors: Crafts & Trades	n.a.	n.a.	n.a.	7.1%
8.	Administrative & Senior Clerical	3	2.7%	4.2%	3.4%
9.	Skilled Sales & Service	n.a.	n.a.	n.a.	4.1%
10.	Skilled Crafts & Trades	n.a.	20.0%	n.a.	4.5%
11.	Clerical Personnel	0	0.0%	0.0%	4.5%
12.	Intermediate Sales & Service	x	x	x	4.5%
13.	Semi-Skilled Manual Workers	n.a.	n.a.	n.a.	5.8%
14.	Other Sales & Service	0	0.0%	0.0%	8.3%
15.	Other Manual Workers	n.a.	n.a.	n.a.	4.9%
Total		20	2.8%	3.0%	n.a.
National Workforce Population (All Occupational Groups)					3.5%
Kelowna Workforce Population (All Occupational Groups)					4.3%

Footnotes:

n.a. = not applicable or not available.

Please note that the UBC Okanagan Campus does not have any positions that are matched to Occupational Group (EEOG) numbers 7, 9, 10, 13 and 15. However, we have provided the rows with n.a. in each cell to allow easier comparison to other tables.

x = data suppressed due to insufficient data to report.

Visible Minorities at the Okanagan Campus

The percentage of people self-identifying as Visible Minorities in UBC's Equity Census Questionnaire (Table 10, below) is higher than the Census Canada comparison group for five of the eight Occupational Groups.

Table 10
Representation of Visible Minorities (October 31, 2014)
UBC Okanagan Campus

#	Occupational Group (EEOG)	Visible Minorities			
		Respondents to the UBC EE Census Questionnaire			Comparison to Census
		# 2014	2013%	2014%	
1.	Senior Managers	1	12.5%	12.5%	10.1%
2.	Middle & Other Managers	2	7.1%	4.9%	6.1%
3.	University Professors	50	18.5%	18.9%	19.1%
4.	Professionals	8	7.3%	5.6%	6.2%
5.	Semi-Professionals & Technicians	8	7.1%	7.4%	6.6%
6.	Supervisors	x	x	x	5.6%
7.	Supervisors: Crafts & Trades	n.a.	n.a.	n.a.	3.8%
8.	Administrative & Senior Clerical	3	6.8%	4.2%	3.9%
9.	Skilled Sales & Service	n.a.	n.a.	n.a.	9.9%
10.	Skilled Crafts & Trades	n.a.	n.a.	n.a.	3.3%
11.	Clerical Personnel	4	11.8%	13.8%	4.8%
12.	Intermediate Sales & Service	x	x	x	7.1%
13.	Semi-Skilled Manual Workers	n.a.	n.a.	n.a.	5.8%
14.	Other Sales & Service	2	10.0%	20.0%	9.1%
15.	Other Manual Workers	n.a.	n.a.	n.a.	5.6%
Total		78	12.0%	11.6%	n.a.
National Workforce Population (All Occupational Groups)					17.8%
Kelowna Workforce Population (All Occupational Groups)					6.2%

Footnotes:

n.a. = not applicable or not available.

Please note that the UBC Okanagan Campus does not have any positions that are matched to Occupational Groups (EEOG) number 7, 9, 10, 13, and 15. However, we have provided the rows with n.a. in each cell to allow easier comparison to other tables.

x = data suppressed due to insufficient data to report.

Persons with Disabilities at the Okanagan Campus

Those self-identifying as Persons with Disabilities (Table 11, below) in the questionnaire have a level of representation on the Okanagan Campus at 4.3%, which is below the national workforce average of 4.9% and below the provincial workforce average of 5.8%. The percent representation in the questionnaire is below UBC's comparison market in all Occupational Groups with the exception of University Professors, where UBC Okanagan Campus has 6.1% representation compared to the national average of 3.8%.

Table 11
Representation of Persons with Disabilities (October 31, 2014)
UBC Okanagan Campus

#	Occupational Group (EEOG)	Persons with Disabilities			
		Respondents to the UBC EE Census Questionnaire			Comparison to Census
		# 2014	2013%	2014%	
1.	Senior Managers	0	0.0%	0.0%	4.3% ^a
2.	Middle & Other Managers	0	0.0%	0.0%	4.3% ^a
3.	University Professors	16	6.5%	6.1%	3.8%
4.	Professionals	6	5.8%	4.2%	5.4%
5.	Semi-Professionals & Technicians	4	4.0%	3.7%	4.5% ^b
6.	Supervisors	x	x	x	5.8% ^c
7.	Supervisors: Crafts & Trades	n.a.	n.a.	n.a.	5.8% ^c
8.	Administrative & Senior Clerical	2	4.1%	2.8%	3.8% ^b
9.	Skilled Sales & Service	n.a.	n.a.	n.a.	3.3% ^b
10.	Skilled Crafts & Trades	n.a.	n.a.	n.a.	7.4% ^b
11.	Clerical Personnel	1	2.9%	3.4%	5.1% ^b
12.	Intermediate Sales & Service	x	x	x	5.7%
13.	Semi-Skilled Manual Workers	n.a.	n.a.	n.a.	7.8% ^b
14.	Other Sales & Service	0	0.0%	0.0%	7.3% ^b
15.	Other Manual Workers	n.a.	n.a.	n.a.	5.8% ^c
Total		29	5.0%	4.3%	n.a.
National Workforce Population (All Occupational Groups)					4.9%
Provincial Workforce Population (All Occupational Groups)^d					5.8%

Footnotes:

a = For Comparison to Census data, the data combines Senior Managers with Middle & Other Managers.

b = According to Statistics Canada, this figure should be used with caution due to small sample size.

c = For these Occupational Groups, due to small sample size for the level-specific Census Canada data, we provide the representation of Persons with Disability for all Occupational Groups province-wide.

d = Occupational Groups number 4 to 15 are compared to the entire provincial labour market, due to the absence of city-specific data for this data source. UBC Okanagan Campus does not have any positions that are matched to Occupational Group (EEOG) number 7, 9, 10, 13, and 15. However, we have provided the rows with n.a. in each cell to allow easier comparison to other tables.

x = data suppressed due to insufficient data to report.

n.a. = not applicable or not available.

Sexual/Gender Diversity at the Okanagan Campus

People who self-identify within the Sexual/Gender Diversity group represent 4.1% of faculty and staff completing the Equity Census Questionnaire on the Okanagan Campus (Table 12, below).

Table 12
Representation of Sexual/Gender Diversity (October 31, 2014)
UBC Okanagan Campus

#	Occupational Group (EEOG)	Sexual/Gender Diversity ^a		
		Respondents to the UBC EE Census Questionnaire		
		# 2014	2013%	2014%
1.	Senior Managers	0	12.5%	0.0%
2.	Middle & Other Managers	2	4.8%	4.9%
3.	University Professors	20	6.9%	7.6%
4.	Professionals	4	2.2%	2.8%
5.	Semi-Professionals & Technicians	1	1.0%	0.9%
6.	Supervisors	x	x	x
7.	Supervisors: Crafts & Trades	n.a.	n.a.	n.a.
8.	Administrative & Senior Clerical	0	1.4%	0.0%
9.	Skilled Sales & Service	n.a.	n.a.	n.a.
10.	Skilled Crafts & Trades	n.a.	n.a.	n.a.
11.	Clerical Personnel	1	2.9%	3.4%
12.	Intermediate Sales & Service	x	x	x
13.	Semi-Skilled Manual Workers	n.a.	n.a.	n.a.
14.	Other Sales & Service	0	0.0%	0.0%
15.	Other Manual Workers	n.a.	n.a.	n.a.
	Total	28	4.1%	4.1%

Footnotes:

n.a. = not applicable or not available.

x = data suppressed due to insufficient data to report.

Please note that the UBC Okanagan Campus does not have any positions that are matched to Occupational Groups (EEOG) number 7, 9, 10, 13, and 15. However, we have provided the rows with n.a. in each cell to allow easier comparison to other tables.

a = The Sexual/Gender Diversity category includes those who self-identified as lesbian, gay, bisexual, queer or questioning, trans*, transsexual, intersex, asexual +, or other analogous term. We have omitted the comparison to Canadian Census due to limited external data.

Persons from this broadly-defined Sexual/Gender Diversity community are found to have a higher representation amongst Middle & Other Managers, and University Professors. Due to the current state of the external data, no comment can be made on the degree to which Sexual/Gender Diversity is representative of the local workforce. However, the representation remained stable at 4.1%. As with the prior year, the Sexual/Gender Diversity community includes no persons self-identifying as transgender on the UBC Okanagan Campus.

New Hires at the Okanagan Campus

In this section, UBC's hiring rates (Table 13 below) are reviewed in comparison to the Census Canada pre-existing representation of staff and faculty by designated group, for the Okanagan Campus.

For Women self-identifying in the questionnaire, UBC hires at a higher rate than the external market; 55.6% of UBC's new staff and faculty are Women, compared to 48.2% of Canadian workers and 49.1% of Kelowna workers being Women.

For those self-identifying as Aboriginal Peoples in the questionnaire, UBC Okanagan Campus hires at a higher rate than the external markets; 5.4% of new staff and faculty self-identify as Aboriginal Peoples compared to 3.5% of the national workforce and 4.3% of the Kelowna workforce. The percentage representation of Aboriginal Peoples amongst new hires completing the questionnaire is higher than the Census Canada comparison group for such levels as Middle & Other Managers, University Professors, Professionals, and Administrative & Senior Clerical.

UBC hires people who self-identify as Visible Minorities, at a higher rate (13.4% overall) than the pre-existing representation (11.6% overall) and above the Kelowna workforce average of 6.2%, but below the national workforce average of 17.8%.

For Persons with Disabilities, UBC recruits people who self-identify in the questionnaire at a lower level (at 0.9% overall) than UBC's Okanagan Campus pre-existing representation (at 4.3% overall), which is itself lower than the provincial comparison group of 5.8%.

For Sexual/Gender Diversity, UBC recruits at a lower level (0.9%) than the pre-existing representation (at 4.1%).

Table 13

New Hires by Occupational Group and Designated Group (October 31, 2014)

UBC Okanagan Campus

#	Occupational Group (EEOG)	Gender					Aboriginal Peoples			Visible Minorities			Persons with Disabilities			Sexual /Gender Diversity ^e	
		Women	Men	Total	% Women	Comparison to Census	Number	Percent	Comparison to Census	Number	Percent	Comparison to Census	Number	Percent	Comparison to Census	Number	Percent
1.	Senior Managers	x	x	x	x	27.4%	x	x	2.9%	x	x	10.1%	x	x	4.3% ^a	x	x
2.	Middle & Other Managers	12	8	20	60.0%	37.6%	1	10.0%	2.6%	0	0.0%	6.1%	0	0.0%	4.3% ^a	n.a.	n.a.
3.	University Professors	8	34	42	19.0%	43.3%	2	13.3%	1.3%	5	33.3%	19.1%	0	0.0%	3.8%	n.a.	n.a.
4.	Professionals	33	14	47	70.2%	55.5%	1	3.3%	2.5%	4	13.3%	6.2%	0	0.0%	5.4%	1	3.1%
5.	Semi-Professionals & Technicians	39	35	74	52.7%	50.0%	1	3.0%	3.1%	4	12.1%	6.6%	1	3.0%	4.5% ^b	n.a.	n.a.
6.	Supervisors	x	x	x	x	71.0%	x	x	6.3%	x	x	5.6%	x	x	5.8% ^c	x	x
7.	Supervisors: Crafts & Trades	n.a.	n.a.	n.a.	n.a.	11.0%	n.a.	n.a.	7.1%	n.a.	n.a.	3.8%	n.a.	n.a.	5.8% ^c	n.a.	n.a.
8.	Administrative & Senior Clerical	22	1	23	95.7%	85.7%	1	7.1%	3.4%	0	0.0%	3.9%	0	0.0%	3.8% ^b	n.a.	n.a.
9.	Skilled Sales & Service	n.a.	n.a.	n.a.	n.a.	51.9%	n.a.	n.a.	4.1%	n.a.	n.a.	9.9%	n.a.	n.a.	3.3% ^b	n.a.	n.a.
10.	Skilled Crafts & Trades	n.a.	n.a.	n.a.	n.a.	3.1%	n.a.	n.a.	4.5%	n.a.	n.a.	3.3%	n.a.	n.a.	7.4% ^b	n.a.	n.a.
11.	Clerical Personnel	17	14	31	54.8%	78.3%	0	0.0%	4.5%	2	20.0%	4.8%	0	n.a.	5.1% ^b	n.a.	n.a.
12.	Intermediate Sales & Service	2	0	2	100.0%	68.4%	0	0.0%	4.5%	0	0.0%	7.1%	0	n.a.	5.7%	n.a.	n.a.
13.	Semi-Skilled Manual Workers	n.a.	n.a.	n.a.	n.a.	15.1%	n.a.	n.a.	5.8%	n.a.	n.a.	5.8%	n.a.	n.a.	7.8% ^b	n.a.	n.a.
14.	Other Sales & Service	x	x	x	x	57.6%	x	x	8.3%	x	x	9.1%	x	x	7.3% ^b	x	x
15.	Other Manual Workers	n.a.	n.a.	n.a.	n.a.	22.9%	n.a.	n.a.	4.9%	n.a.	n.a.	5.6%	n.a.	n.a.	5.8% ^c	n.a.	n.a.
Total		133	106	239	55.6%		6	5.4%		15	13.4%		1	0.9%		1	0.9%
National Workforce Population (All Groups)						48.2%				3.5%				17.8%			
Regional Workforce Population (All Groups)^d						49.1%				4.3%				6.2%			

Footnotes:

a = For Comparison to Census data, the data combines Senior Managers with Middle & Other Managers.

b = According to Statistics Canada, this figure should be used with caution due to small sample size.

c = For these Occupational Groups, due to small sample size for the level-specific Census Canada data, we provide the representation of Persons with Disability for all Occupational Groups province-wide.

d = For Persons with Disabilities, Occupational Group numbers 4 to 15 are compared to the entire provincial labour market, due to the absence of city-specific data for this data source. For Gender, Aboriginal Peoples, and Visible Minorities, the comparison is municipal data.

e = The Sexual/Gender Diversity category includes those who self-identified as lesbian, gay, bisexual, queer or questioning, trans*, transsexual, intersex, asexual +, or other analogous term. We have omitted the comparison to Canadian Census due to limited external data. While 1 (0.9%) of the respondents self-identified as a person who is lesbian, gay, bisexual, queer or an analogous term, no one (0.0%) self-identified as a person who is transgender or an analogous term.

n.a. = not applicable or not available. x = data suppressed due to insufficient data to report.

Supplementary Survey Questions

The UBC Employment Equity Census Questionnaire includes five supplementary questions that are not requirements of the Federal Contractors Program. UBC asks for additional information on race/ethnicity and for details regarding Persons with Disabilities.

These tables are created based on a methodology described in the Methodology Notes in Appendix D of this Report.

Staff and faculty may decline to answer any or all of the supplementary questions, and all responses are confidential. The response rate for the supplementary questions tends to be lower than that of the designated groups.

Representation by Race/Ethnicity

Vancouver Campus

53.5% of those who completed the additional questions on race/ethnicity identified themselves as White. A further 13.5% identified as Chinese. Other race/ethnicities represented included Aboriginal Peoples, Arab, Black, Filipino, Japanese, Korean, Latin American, South Asian, South East Asian, and West Asian.

Table 14

Representation by Race/Ethnicity (October 31, 2014)

UBC Vancouver Campus

	Faculty and Staff		
Race/Ethnicity	2012	2013	2014
Aboriginal Peoples	1.2%	1.2%	1.1%
Arab	0.5%	0.5%	0.4%
Black	0.8%	0.8%	0.8%
Chinese	12.5%	13.0%	13.5%
Filipino	3.3%	3.5%	3.8%
Japanese	1.2%	1.4%	1.5%
Korean	0.7%	0.8%	0.9%
Latin American	1.9%	2.1%	2.1%
South Asian	3.6%	3.8%	4.0%
South East Asian	1.6%	1.6%	1.8%
West Asian	1.0%	1.2%	1.2%
White	53.7%	53.5%	53.5%

Okanagan Campus

69.6% of those who complete the additional questions on race/ethnicity identify themselves as White. Other groups represented include Aboriginal Peoples, Arabs, Black, Chinese, Filipino, Japanese, Korean, Latin American, South Asian, South East Asian, and West Asian.

Table 15

Representation by Race/Ethnicity (October 31, 2014)

UBC Okanagan Campus

Race/Ethnicity	Faculty and Staff		
	2012	2013	2014
Aboriginal Peoples	1.7%	1.9%	2.1%
Arab	0.5%	0.6%	0.4%
Black	0.8%	1.0%	0.9%
Chinese	1.9%	2.2%	2.1%
Filipino	0.2%	0.6%	0.7%
Japanese	1.1%	0.9%	0.4%
Korean	0.6%	0.6%	0.6%
Latin American	0.6%	0.7%	1.0%
South Asian	2.2%	1.9%	1.6%
South East Asian	0.2%	0.4%	0.4%
West Asian	1.4%	1.6%	1.2%
White	66.0%	67.9%	69.6%

Representation by Sexual Orientation and Gender Identity

As discussed in the introduction of this Report when describing the supplementary questions, UBC reports on Sexual/Gender Diversity throughout the Report, in the same way that the designated groups are reported. For more detailed information on representation by Sexual/Gender Diversity, please refer to tables 6 and 7 for the Vancouver Campus and tables 12 and 13 for the Okanagan Campus. In addition, information on Sexual/Gender Diversity (alongside other designated groups) by bargaining-unit is reported below in tables 17 and 18 for the Vancouver and Okanagan campuses, respectively.

Representation of Persons with Disabilities by Type of Disability

Of the staff and faculty who participated in the UBC Employment Equity Census Questionnaire, those who self-identified as Persons with Disabilities were also asked to respond to four supplementary questions (Table 16 below).

Of those on the Vancouver Campus self-identifying as Persons with Disabilities and providing additional information on their disability type, 1.9% indicated that they had a physical disability or impairment, 2.3% indicated they had an invisible disability or impairment, 3.6% indicated that they had an ongoing medical condition, and 33% of those with a disability indicated that their disability requires some kind of workplace accommodation.

Of those on the Okanagan Campus self-identifying as Persons with Disabilities and providing additional information on their disability type, 1.9% indicated that they had a physical disability or impairment, 2.5% indicated they had an invisible disability or impairment, 3.0% indicated that they had an ongoing medical condition, and 48% of those with a disability indicated that their disability requires some kind of workplace accommodation.

Table 16

Representation of Persons with Disabilities by Type of Disability (October 31, 2014)

UBC Vancouver and Okanagan Campuses

Question	Faculty and Staff					
	UBC Vancouver Campus			UBC Okanagan Campus		
	2012	2013	2014	2012	2013	2014
Physical Disability or Impairment*	1.7%	1.9%	1.9%	1.9%	1.8%	1.9%
Invisible Disability or Impairment*	2.5%	2.5%	2.3%	2.2%	2.5%	2.5%
Ongoing Medical Condition*	3.7%	3.6%	3.6%	3.0%	2.8%	3.0%
Does Your Disability Require Workplace Accommodation?**	35%	34%	33%	56%	49%	48%

* Out of respondents

** Out of those who answered "Yes" at least once (questions 1, 2 or 3)

Representation of Designated Groups by Bargaining Unit

Tables 17 and 18 (below) show the representation by the designated groups according to bargaining unit. These tables are created based on a methodology described in the Methodology Notes in Appendix D of this Report.

Vancouver Campus

Amongst those completing the Equity Census Questionnaire at UBC's Vancouver Campus (Table 17, below) 56.0% of staff and faculty self-identify as Women. Representation amongst Women is above 56.0% of survey respondents for such bargaining units as BCGEU (Child Care), CUPE 2278 (Non-Credit Instructors / English Language Institute), CUPE 2950, Excluded M&P, Exec Admin, AAPS, and Technicians & Research Assistants (Non-Union Techs).

A baseline of 1.8% of faculty and staff self-identify in UBC's survey as Aboriginal Peoples, and representation is above 1.8% in such groups as BCGEU (Child Care), CUPE 116, CUPE 2950, Excluded M&P, IUOE 882, Senior Executives, and Technicians & Research Assistants (Non-Union Techs).

Those self-identifying as Visible Minorities make up 33.8% of those who complete the questionnaire, and are more highly represented amongst BCGEU (Child Care), CUPE 116, CUPE 2950, IUOE 882, and Technicians & Research Assistants (Non-Union Techs).

Faculty and staff self-identifying as Persons with Disabilities represent 4.9% of those who submitted an equity questionnaire, and are represented at a rate above 4.9% in such bargaining units as CUPE 116, CUPE 2278 (Non-Credit Instructors / English Language Institute), CUPE 2950, Excluded M&P, Exec Admin, Senior Executives, and Technicians & Research Assistants (Non-Union Techs).

A baseline of 5.9% of faculty and staff on the Vancouver Campus self-identify in the survey as part of the broader Sexual/Gender Diversity category. Representation in this category is above 5.9% of survey respondents for such bargaining units as CUPE 2278 (Non-Credit Instructors / English Language Institute), CUPE 2950, Faculty (Faculty Association), AAPS, Service Unit Directors, and Senior Executives.

Table 17

Representation of Designated Groups by Bargaining Unit (October 31, 2014)

UBC Vancouver Campus

Bargaining Unit	Gender				Aboriginal Peoples		Visible Minorities		Persons with Disabilities		Sexual/Gender Diversity ^e	
	Women	Men	Total	% Women	Number	Percent	Number	Percent	Number	Percent	Number	Percent
BCGEU UBC - Vancouver ^a	130	6	136	95.6%	3	8.6%	18	51.4%	1	2.9%	1	2.9%
CUPE116 ^b	925	1,252	2,177	42.5%	16	2.0%	430	52.6%	72	8.8%	43	5.3%
CUPE2278 (Non-CR Instructors)	45	16	61	73.8%	0	0.0%	2	12.5%	1	6.3%	1	6.3%
CUPE2950 ^c	1,303	238	1,541	84.6%	21	2.4%	379	43.5%	47	5.4%	51	5.9%
Excluded Management & Professional	44	13	57	77.2%	1	2.8%	7	19.4%	2	5.6%	1	2.8%
Executive Admin (non-union clerical)	39	3	42	92.9%	0	0.0%	7	30.4%	2	8.7%	0	0.0%
Faculty (Faculty Association)	1,220	1,824	3,044	40.1%	21	1.4%	274	18.3%	56	3.7%	98	6.5%
Faculty (Non-Faculty Association)	362	484	846	42.8%	5	1.7%	83	27.9%	8	2.7%	17	5.7%
International Union of Operation Engineers 882	1	67	68	1.5%	1	4.0%	11	44.0%	0	0.0%	0	0.0%
Management & Professional (AAPS)	2,317	1,290	3,607	64.2%	39	1.7%	754	33.0%	96	4.2%	139	6.1%
Service Unit Directors	25	27	52	48.1%	0	0.0%	4	10.3%	1	2.6%	3	7.7%
Sr. Executives ^d	9	9	18	50.0%	1	6.7%	1	6.7%	1	6.7%	1	6.7%
Technicians & Research Assistants	596	279	875	68.1%	8	1.9%	186	44.2%	24	5.7%	22	5.2%
Grand Total	7,016	5,508	12,524	56.0%	116	1.8%	2,156	33.8%	311	4.9%	377	5.9%

Footnotes:

a = BCGEU UBC-Vancouver includes BCGEU UBC-Vancouver and BCGEU UBC-Vancouver Kids Club.

b = CUPE116 includes CUPE116 (Aquatic Centre), CUPE116 (Clerk, Secretary, Bookstore), and CUPE116 (Service, Techns, Trades).

c = CUPE2950 includes CUPE2950 (Chan Centre) and CUPE2950 (Clerk, Secretary, Library).

d= Sr. Executives include Sr. Executives - Academic and Sr. Executives- Administrative.

Please note that for reasons of small sample size the following groups have been excluded: Agassiz Farm Workers and Non Union Childcare Auxiliary.

e = The Sexual/Gender Diversity category includes those who self-identified as lesbian, gay, bisexual, queer or questioning, trans*, transsexual, intersex, asexual +, or other analogous term.

Table 18**Representation of Designated Groups by Bargaining Unit (October 31, 2014)****UBC Okanagan Campus**

Bargaining Unit	Gender				Aboriginal Peoples		Visible Minorities		Persons with Disabilities		Sexual /Gender Diversity^a	
	Women	Men	Total	% Women	Number	Percent	Number	Percent	Number	Percent	Number	Percent
BCGEU UBC-Okanagan	196	88	284	69.0%	2	1.2%	14	8.1%	4	2.3%	1	0.6%
Executive Admin (non-union clerical)	9	0	9	100.0%	1	14.3%	0	0.0%	1	14.3%	0	0.0%
Faculty (Faculty Association)	178	231	409	43.5%	5	1.9%	50	18.7%	16	6.0%	21	7.8%
Faculty (Non-Faculty Association)	6	9	15	40.0%	0	0.0%	1	11.1%	0	0.0%	0	0.0%
Management & Professional (AAPS)	185	109	294	62.9%	11	5.4%	13	6.4%	8	3.9%	6	2.9%
Grand Total	574	437	1,011	56.8%	19	2.9%	78	11.8%	29	4.4%	28	4.2%

Footnotes:

The following groups have been excluded for privacy reasons due to the small number of incumbents: Excluded M&P, Service Unit Directors, Sr. Executives.

a = The Sexual/Gender Diversity category includes those who self-identified as lesbian, gay, bisexual, queer or questioning, trans*, transsexual, intersex, asexual +, or other analagous term.

Okanagan Campus

At UBC's Okanagan Campus (Table 18, above) 56.8% of those completing UBC's questionnaire self-identify as Women, and representation is above this percentage for such bargaining units as BCGEU Okanagan, Exec Admin, and AAPS. A baseline of 2.9% of faculty and staff completing the questionnaire self-identify as Aboriginal Peoples, with representation higher than 2.9% in such groups as Exec Admin and AAPS. Visible Minorities, which make up 11.8% of faculty and staff who self-identify in the questionnaire, are more represented at a rate above 11.8% amongst Faculty (Faculty Association). A baseline of 4.4% of staff and faculty completing the questionnaire self-identify as Persons with Disabilities, with representation above this percentage rate for such bargaining units as Exec Admin and Faculty (Faculty Association). Faculty and staff self-identifying in the questionnaire within Sexual/Gender Diversity are 4.2% of the total, and representation is higher than this percentage for Faculty (Faculty Association).

Conclusion

In keeping with UBC's commitments to achieve its strategic goals and also to comply with the requirements of the Federal Contractors Program, this report provides several insights about UBC's profile of faculty and staff based on designated groups and Occupational Groups.

For the Vancouver Campus, Women self-identify in the survey at a rate that is above the Canada Census comparison for more than half of Occupational Groups. The percentage of survey participants self-identifying as Aboriginal Peoples is at a lower level than the national and local workforce, and has remained the same from the previous year. The percentage of survey participants self-identifying as Visible Minorities is at a level above that of the Canadian workforce but below that of the Vancouver workforce, and has increased year-over-year. Persons with Disabilities self-identify in the questionnaire at a level that is equal to the national labour market, but below the provincial labour market.

Regarding UBC's hiring trends on the Vancouver Campus, new hires self-identify as Women at a rate which is higher than the Census Canada comparison market. The Vancouver Campus hires those who self-identify as Aboriginal Peoples at a rate that is above the Vancouver labour market. Those who self-identify as Visible Minorities are hired at a level that is lower than the local labour market, but higher than the national labour market.

For University Professors on the Vancouver Campus, 18.7% of UBC's current faculty and 20.0% of new hires identify as Visible Minorities, which in both cases exceed the national labour market comparison of 17.8%. Many University Professors are recruited from the international labour market, and it might be suitable to consider international data for a comparison. However, the broadest possible labour market from the Canadian Census data is the national market, and international comparisons are beyond the scope of this compliance report.

UBC Vancouver Campus hires those self-identifying as Persons with Disabilities at a percentage rate (3.9% overall) that is lower than the provincial and national labour market, which are 5.8% and 4.9%, respectively.

On the Okanagan campus those who self-identify as Women are represented above the level of the external market, both overall and for most Occupational Groups. For Aboriginal Peoples, representation is below the Kelowna and national average, but has increased proportionally from

the year prior. For those self-identifying as Visible Minorities, UBC has representation above the Kelowna workforce but below the national labour market. In addition, those self-identifying as Persons with Disabilities are represented at a rate that is below the comparison group overall and for most Occupational Groups, with the exception of University Professors.

Regarding UBC's hiring trends on the Okanagan Campus, UBC hires at a percentage rate that is higher than the Census Canada comparison market for both Women and Aboriginal Peoples. UBC recruits people who self-identify as Visible Minorities at a higher rate than the pre-existing complement of faculty and staff, and also above the average for the Kelowna labour market. For Persons with Disabilities, UBC recruits people who self-identify at a lower percentage rate than the pre-existing representation, and also below the average for the provincial and national labour market.

Regarding those self-identifying within the Sexual/Gender Diversity group, 5.9% of the Vancouver Campus and 4.1% of the Okanagan Campus are part of this designated group. UBC hires candidates at a percentage rate that is below the pre-existing population within the Vancouver and Okanagan campuses.

What does UBC do to address ongoing needs to advance employment equity? In March 2015, the University appointed Dr. Sara-Jane Finlay as the Associate Vice President, Equity & Inclusion. Through her office education, outreach and proactive strategies focused on improving equity employment are offered on both campuses. UBC's Senior Advisor to the Provost on Women Faculty promotes faculty diversity through policy development, advancement and leadership, and ongoing research. Several administrative departments (for example Access & Diversity) co-ordinate disability-related accommodations for employees who require equipment or mobility assistance. The Campus and Community Planning unit works to resolve physical accessibility issues on campus. UBC's Return-to-Work team helps many staff stay at work or return to work during or after an illness or disability.

UBC recently started an Asian Canadian Community Engagement initiative, focused on supporting and synchronizing the UBC's activities in local Asian Canadian communities. Under the terms of the Aboriginal Strategic Plan, several hiring initiatives have been undertaken by programs and faculties, often in partnership with the central administration. The Positive Space Campaign is a campus-wide initiative to help make UBC more receptive and welcoming to the Sexual/Gender Diversity community, offering workshops and supporting resource-person advocates in the workplace.

Campus-wide expectations of metrics-based decision-making are growing and evolving, as UBC begins to consider new options to re-fresh its approach and increase its own standards. UBC enters its second century with expectations that everyone will continue to break new ground, and employment equity efforts are part of this effort.

APPENDIX A – TABLE CONVERSION KEY

Table 19 below lists the tables provided in this as well as last year's report in sequential order, and also provides the table number and title in prior reports (2012 and 2011). This table is intended to assist those who are comparing data year-over-year. It should be noted that between 2011 and 2012 UBC chose to shorten the Report to mostly focus on data that was required by the Federal Contractors Program. Please note that any comparisons of students to faculty and staff have been dropped; while meaningful in many respects, this information is not directly relevant to the purposes of this Report.

Table 19**Table Conversion Key - List of Tables From the 2013 and 2014 Report and the 2011 and 2012 Counterpart**

Current Table No. (2013 and 2014 Report)	New Name of Table	Old Table No. (2012 Report)	Old Table No. (2011 Report)	Title of Old Table (From 2011 Report, or 2012 report where noted)
Table 1	Employment Equity Occupational Groups (EEOGs)	Table 1	Figure 1	Employment Equity Occupational Groups (EEOGs)
Table 2	Representation of Women - Vancouver Campus	Table 2	Figure 3 (i)	UBC V Representation of Women among Staff and Faculty
Table 3	Representation of Aboriginal Peoples - Vancouver Campus	Table 3	Figure 3 (ii)	UBC V Representation of Aboriginal Peoples among Staff and Faculty
Table 4	Representation of Visible Minorities - Vancouver Campus	Table 4	Figure 3 (iii)	UBC V Representation of Visible Minorities among Staff and Faculty
Table 5	Representation of Persons with Disabilities - Vancouver Campus	Table 5	Figure 3 (iv)	UBC V Representation of Persons with Disabilities among Staff and Faculty
Table 6	Representation of Sexual/Gender Diversity - Vancouver Campus	n.a.	n.a.	Table not provided in 2012 or 2011 reports.
Table 7	New Hires by Occupational Group and by Designated Group - Vancouver Campus	Table 6	Appendix 6	Representation of New Hires of Staff and Faculty at UBC V by Designated Equity Group and by Employment Equity Occupational Group
Table 8	Representation of Women - Okanagan Campus	Table 7	Figure 3a (i)	UBC O Representation of Women among Staff and Faculty
Table 9	Representation of Aboriginal Peoples - Okanagan Campus	Table 8	Figure 3a (ii)	UBC O Representation of Aboriginal Peoples among Staff and Faculty
Table 10	Representation of Visible Minorities - Okanagan Campus	Table 9	Figure 3a (iii)	UBC O Representation of Visible Minorities among Staff and Faculty
Table 11	Representation of Persons with Disabilities - Okanagan Campus	Table 10	Figure 3a (iv)	UBC O Representation of Persons with Disabilities among Staff and Faculty
Table 12	Representation of Sexual/Gender Diversity - Okanagan Campus	n.a.	n.a.	Table not provided in 2012 or 2011 reports.
Table 13	New Hires by Occupational Group and by Designated Group - Okanagan Campus	Table 11	Appendix 6a	Representation of New Hires of Staff and Faculty at UBC O by Designated Equity Group and by Employment Equity Occupational Group
Table 14	Representation by Race/Ethnicity - Vancouver Campus	Table 12	Figure 11	Representation of Students, Faculty and Staff by Race/Ethnicity at UBC V
Table 15	Representation by Race/Ethnicity - Okanagan Campus	Table 13	Figure 11a	Representation of Students, Faculty and Staff by Race/Ethnicity at UBC O
n.a.	Table deleted and replaced by more comprehensive Tables 6 and 12 of the 2013 and 2014 Report.	Table 14	Figure 12	Representation of Faculty and Staff by Sexual Orientation and Gender Identity
Table 16	Representation of Persons with Disabilities by Type of Disability	Table 15	Figure 13	Representation of Persons with Disability by Type of Disability
Table 17	Representation of Designated Groups by Bargaining Unit - Vancouver Campus	Table 16	Appendix 7	Representation of Staff and Faculty at UBC V by Designated Equity Group and by Employment Group
Table 18	Representation of Designated Groups by Bargaining Unit - Okanagan Campus	Table 17	Appendix 7a	Representation of Staff and Faculty at UBC by Designated Equity Group and by Employment Group
Table 19	Table Conversion Key	Table 18	n.a.	n/a. (New Table)
Table 20	Return Rate of Employment Equity Questionnaire - Vancouver Campus	Table 19	Figure 2	Return Rate of UBC's Employment Equity Questionnaire
Table 21	Return Rate of Employment Equity Questionnaire - Okanagan Campus	Table 20	Figure 2a	Return Rate of UBC's Employment Equity Questionnaire

APPENDIX B – RETURN RATE FO THE UBC EMPLOYMENT EQUITY CENSUS QUESTIONNAIRE

This is the seventh Employment Equity Report at UBC that is exclusively using the data gathered from the UBC Employment Equity Census Questionnaire initiated in November 2008. The data used throughout this report is the snapshot of questionnaire results as of October 31, 2014.

Tables 20-21 below show the “return rate” or UBC’s *percentage participation rate* compared to the baseline population, for UBC’s Employment Equity Census Questionnaire by staff and faculty across UBC’s Vancouver and Okanagan campuses. The return rate is 57.6% for the Vancouver Campus which reflects a decrease from the year prior. The return rate is 71.9% for the Okanagan Campus, which also reflects a decrease from the previous year.

The return rate also varies across Occupational Groups. For both campuses, the highest return rates are among Senior Managers, and Administrative & Senior Clerical.

Table 20

Return Rate of Employment Equity Questionnaire (October 31, 2014)

UBC Vancouver Campus

#	Occupational Group (EEOG)	Return Rate (Vancouver Campus)						
		2008	2009	2010	2011	2012	2013	2014
1.	Senior Managers	97.7%	80.0%	87.9%	88.6%	88.9%	86.8%	83.3%
2.	Middle & Other Managers	83.5%	61.1%	69.2%	69.7%	70.9%	68.5%	65.0%
3.	University Professors	81.6%	40.3%	49.1%	49.6%	50.8%	52.0%	52.0%
4.	Professionals	78.1%	53.6%	63.5%	64.4%	66.6%	68.1%	66.7%
5.	Semi-Professionals & Technicians	65.7%	41.8%	53.5%	51.7%	52.2%	55.6%	55.6%
6.	Supervisors	85.3%	57.1%	63.1%	64.3%	66.8%	67.0%	69.4%
7.	Supervisor-Crafts & Trades	50.0%	40.5%	58.8%	63.6%	57.6%	53.1%	65.5%
8.	Administrative & Senior Clerical	83.6%	58.0%	68.5%	68.9%	70.4%	71.5%	70.4%
9.	Skilled Sales & Service	62.5%	26.8%	44.8%	44.9%	35.9%	31.1%	31.2%
10.	Skilled Crafts & Trades	63.8%	28.0%	39.1%	40.1%	41.7%	43.3%	46.0%
11.	Clerical Personnel	74.7%	51.9%	60.2%	58.8%	61.6%	63.3%	60.1%
12.	Intermediate Sales & Service	41.6%	32.6%	43.6%	44.9%	47.0%	46.7%	43.9%
13.	Semi-Skilled Manual Workers	51.0%	27.3%	51.2%	64.3%	53.7%	46.0%	42.6%
14.	Other Sales & Service	63.1%	24.5%	41.9%	40.6%	41.6%	41.4%	40.0%
15.	Other Manual Workers	50.6%	26.0%	42.6%	45.6%	47.8%	50.9%	49.2%
16.	No Description	74.4%	100.0%	23.1%	n.a.	n.a.	n.a.	n.a.
Grand Total		74.2%	45.3%	55.6%	55.9%	57.3%	58.5%	57.6%

n.a.= not applicable or not available

Table 21

Return Rate of Employment Equity Questionnaire (October 31, 2014)

UBC Okanagan Campus

#	Occupational Group (EEOG)	Return Rate (Okanagan Campus)						
		2008	2009	2010	2011	2012	2013	2014
1.	Senior Managers	100.0%	66.7%	80.0%	76.9%	72.7%	81.8%	90.0%
2.	Middle & Other Managers	93.8%	69.0%	82.1%	78.6%	80.8%	80.7%	78.0%
3.	University Professors	73.4%	62.2%	69.0%	64.8%	68.1%	70.6%	70.2%
4.	Professionals	79.2%	64.7%	73.7%	74.4%	70.8%	78.9%	79.0%
5.	Semi-Professionals & Technicians	69.2%	64.6%	72.1%	60.7%	73.6%	71.9%	68.8%
6.	Supervisors	x	x	x	x	x	x	x
7.	Supervisor-Crafts & Trades	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
8.	Administrative & Senior Clerical	79.7%	75.0%	82.7%	84.6%	85.6%	83.7%	83.9%
9.	Skilled Sales & Service	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
10.	Skilled Crafts & Trades	60.0%	16.7%	100.0%	100.0%	83.3%	85.7%	n.a.
11.	Clerical Personnel	62.0%	53.0%	73.6%	54.6%	58.2%	55.1%	48.5%
12.	Intermediate Sales & Service	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
13.	Semi-Skilled Manual Workers	x	x	x	x	x	x	x
14.	Other Sales & Service	72.7%	58.3%	61.5%	55.6%	56.3%	65.0%	64.7%
15.	Other Manual Workers	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.	n.a.
16.	No Description	100.0%	27.1%	21.2%	n.a.	n.a.	n.a.	n.a.
Grand Total		75.0%	57.1%	62.2%	67.6%	70.6%	73.0%	71.9%

x = data suppressed due to insufficient data to report.

n.a. = Not applicable or not available. Please note that the UBC Okanagan Campus does not have any positions that are matched to Occupational Groups (EEOG) numbers 7, 9, 12 and 15. However, we have provided the rows with n.a. in each cell to allow easier comparison to other tables.

APPENDIX C – TERMINOLOGY FOR SEXUAL/GENDER DIVERSITY

This report provides data and analysis regarding UBC's representation by people who self-identify as within "Sexual/Gender Diversity". This wording is intended as a broad-based category to mirror draft terminology which is part of a work in progress.

There are limitations in measuring and categorizing people by equity categories, in part because the surveys rely on self-identification, and individuals may have different ways of describing themselves. As well, the use of words evolves over time. By contrast, the mechanism for measuring, reporting, and subsequently representing various campus groups relies on the fixed categories in survey research. While there are opportunities to update the survey categories occasionally, comparisons over time can be disrupted by frequent changes of measurement.

The draft terminology for Sexual/Gender Diversity is described by the Equity & Inclusion Office as follows:

The acronym LGBT*QTIA+ (Lesbian, Gay, Bisexual, Trans*, Queer or Questioning, Transsexual, Intersex, Asexual +) is generally used by the Positive Space Campaign. A plus sign (+) is added to the end of the acronym to incorporate identities outside this acronym.

What are sexual orientation and gender identity?

It is important to remember that sexual and gender identity are distinct concepts. Because LGBT*QTIA+ includes terms for sexual orientation and gender identity, the difference between these two concepts can get obscured. While we all possess a sexual orientation and gender identity, one's sexual orientation says or determines nothing about one's sexual identity and vice versa. Sexual orientation deals with attraction to others while gender identity deals with how one sees ones' self along a continuum of gender possibilities, independent of attraction.

At the time of writing, the normal parlance for the Sexual/Gender Diversity community is LGBT*QTIA+. In recognition that the inclusive terminology is always evolving, UBC uses a more general term of "Sexual/Gender Diversity".

APPENDIX D - METHODOLOGY NOTES

The workforce analysis compares UBC's internal workforce of designated group members (i.e., Women, Visible Minorities, Aboriginal Peoples, and Persons with Disabilities) with each group's representation in the relevant external labour pool. This is done in order to determine the degree of equity representation in each of the "Occupational Group," technically known as Employment Equity Occupational Groups (EEOGs). Determining representation and concentration of designated group members at UBC makes it possible to develop realistic goals and timetables in achieving greater equity.

When reporting on the percent representation of a particular designated group, UBC reports the percentage of all survey respondents identifying as a member of the designated group, and also as a percentage of all people completing that part of the survey. On a row-by-row basis, UBC also reports on the number of people within a particular Occupational Group (EEOG) who are part of an equity category, and also the percentage of people within that Occupational Group (which is the number of people self-identifying in the designated group, divided by the number of survey respondents for that particular Occupational Group). For the overall data, the whole sample of survey respondents is the denominator, whereas for individual rows of data, the number of survey respondents within that Occupational Group is the denominator.

Data for UBC's internal workforce is based on confidential survey data from UBC's Employment Equity Census which resides in a secure and confidential location within UBC's Human Resource Management System. This survey has a participation rate of 57.6% for the Vancouver Campus and 71.9% for the Okanagan Campus, as described in Appendix B. As such, this report is interpreting a sample of the population of employees.

The terms "Comparison to Census" and "external labour market" are used to refer to data from Canadian Census 2011, in most cases. The underlying data within the Canadian Census describes equity representation amongst people 15 years of age or older who worked in Canada in 2010 or 2011, except for Persons with Disabilities, to which the data refers to people aged 15 to 64 years and who worked in 2011 or 2012. In prior years' reports this external comparison data was described as "Availability Data" to reflect labour market availability; however, UBC has attempted to use plain language. Canadian labour force data is drawn from the 2011 Canadian Census Employment Equity Data Report.

This report provides information on Sexual/Gender Diversity representation at UBC; however, labour market data from the Canadian Census is not available for comparison purposes in the same manner as the employment designated groups designated by legislation.

For most Occupational Groups, UBC uses market data based on municipality, as described in Table 1 of this Report, with the exception of Persons with Disabilities for which only provincial data is available. By contrast, UBC uses external labour market data at the national level for Senior Managers and University Professors. Some Senior Managers and University Professors are recruited internationally, and it may be relevant to consider international labour market data for

comparison purposes. However, international labour market data is outside of the scope of this compliance report.

For the purposes of this report, numbers of five or less in an overall occupational category are suppressed. This is being done for two reasons. First, reporting responses when there are only a few people in an occupational category may have the effect of disclosing personal information. Second, data from such a small sample may be misleading or lead to inaccurate conclusions.

Please also note that the tables in this report provide information on all University Professors combined; however, other types of information can be made available on request.

This report was written between August and September of 2015 as a combined effort involving staff in the Workforce Planning team of UBC Human Resources, Planning and Institutional Research, the Equity and Inclusion Office, and with some use of the pre-existing wording of the authors of prior years' reports.