University of Victoria

Equity &
Human Rights

BC Human Rights
Tribunal Report

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Overview and Introduction

This report updates the information on the composition of the University of Victoria's workforce that was provided to the BCHRT in November 2009. It also updates the report provided in March 2009 that included information on equity activities at the University of Victoria and overall qualitative information on methods and results for achieving equity at UVic.

Analysis of statistics concerning the UVic workforce reveals that faculty at UVic exceed labour force availability in three of the designated groups (women, Aboriginal Peoples and people with disabilities) and the representation of faculty who are members of a visible minority is only three percent less than their representation in the available labour force[1]. This is a very positive achievement. The situation for the entire UVic workforce is the reverse in that the only group where the UVic workforce exceeds labour force availability is women. Even though the entire UVic workforce is not yet as representative as the faculty component, a look at the past four years shows we are making modest progress in our efforts to become representative of the available labour force of Aboriginal Peoples, members of visible minorities and people with disabilities. In terms of faculty we are doing very well and overall we are moving in the right direction.

These positive results are evidence of the significant advances in UVic's ability to achieve and demonstrate progress in the realm of equity that have occurred since March 2009. On the quantitative side, collaboration between University Systems, Equity and Human Rights (EQHR) and Human Resources has resolved the vast majority of issues concerning the extraction of workforce data. We are now using the new federal government tool referred to as WEIMS (Workplace Equity Information Management System) to provide automatic calculations of UVic's workforce representation of designated groups (women, Aboriginal Peoples, members of visible minorities and people with disabilities). In June 2010 EQHR formed a partnership with Institutional Analysis and Planning to capitalize on that unit's expertise and to increase accuracy and confidence in the reliability and representativeness of our data.

One of our longstanding internal goals has been to integrate considerations of equity into everything we do at the University of Victoria. We want equity to become an automatic component of all activities and decisions at UVic. Major strides have been made this last year in integrating equity planning and reporting into the regular planning and reporting cycles in each Vice-Presidential (VP) portfolio. This should have enduring positive results in satisfying the goal of integration of equity.

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[1] These results come from an analysis of the net responses (membership in designated groups as a percentage of those who returned the survey.) For further discussion see pages 11- 12.

This report looks at the early results of UVic's efforts to integrate equity planning and reporting and summarizes progress in the areas of recruitment and hiring, training, retention, accommodation, climate and communication.

Eight appendices accompany the report. The first seven are referred to throughout the text and the eighth is a sampling of notices, brochures and other information concerning a wide range of activities related to equity at UVic.

There is still much work to do. We need to focus on our longstanding under-representation of members of visible minorities and make a concerted effort to close the gap between the UVic workforce and availability statistics. In addition, we plan to increase our response rate to the employment equity survey. UVic is just beginning a review and revision of its strategic plan. EQHR will work with others to make sure that furthering equity and human rights remains a core element of our strategic plan. We want to make certain that everyone at UVic works, learns and lives in a supportive and welcoming environment.

Integrating Equity Planning and Reporting

Our efforts to further integrate equity planning and reporting into regular cycles and methods of planning and reporting began with an examination of **why** we are pursuing employment equity and **how** we are going about it. Charts 1 and 2 in *Appendix 1* resulted from that exploration. They are working drafts that are periodically updated as we continue the process of integrating equity into all that we do at the University of Victoria.

Chart 1 identifies what drives the pursuit of employment equity at UVic, categorizing these drivers as external, internal or both external and internal. Externally we are driven primarily by the Federal Contractors Program (FCP) which requires that we collect workforce composition data on the four designated groups: women, members of visible minorities, Aboriginal Peoples and people with disabilities. Internally our strategic plan commits us to a major goal that is *"to recruit and retain a diverse group of exceptionally talented students, faculty and staff and to support them in ways that allow them to achieve their highest potential"*. The plan also states a primary objective: *"To be a diverse, welcoming learning community, with a strong commitment to equity"*. UVic is committed to accountability and transparency and together these internal drivers lead us to engage in frequent and broad-based consultation regarding equity issues and to cultivate, support and promote the development of welcoming, diverse and inclusive workplaces. Our employment equity policy is jointly driven by internal and external factors and leads us to create equity plans, to utilize preferential, limited and equity planning hiring and to provide accommodation for disability, religious observances and family responsibilities.

During 2010 we focused on achieving full readiness for an FCP review and on promoting the use of fair and equitable hiring practices throughout the institution. For faculty searches the approval process was changed to require that at least one member of every selection committee has completed training on searches and selection provided by the office of the Vice-President Academic and Provost. In addition, staff from both the Equity and Human Rights Office and the Office of the Vice-President Academic and Provost are available to meet with specific search committees to provide training on fair and equitable hiring or to consult more informally on equity, recruitment and selection.

Chart 2 is somewhat denser looking at the various activities involved in employment equity (reporting and planning, communicating, hiring and retention practices, training/leadership, consulting and participating, policy, collaboration, support and sponsorship) and the specific responsibilities of various positions and groups on campus (senior executives, deans, chairs and directors, faculty/departmental equity committees, Equity and Human Rights (EQHR), the Equity and Diversity Adviser to the Provost, Human Resources and the university human rights committee).

EQHR and the Diversity Adviser to the Provost began to meet with identified contacts in each faculty and VP portfolio during the latter half of 2009. These meetings continued throughout 2010. A presentation on the process was made to the integrated planning committee in February 2010 and the resulting feedback was incorporated.

In addition, an annual timeline was developed indicating when data and reports would be released to the internal community, when information was required from each VP portfolio and when external reports were due.

Updates on the status of employment equity were requested and received from each VP portfolio in preparation for this report. Many of these included progress reports on previously set goals and identified new or revised goals for the coming year. There are differences between the equity issues related to faculty (falling under Vice-President Academic and Provost (VPAC)) and the equity issues of concern to administrative VP portfolios. *Appendix 2* contains an example of a template used for one of these reports (provided by the Associate Vice-President, Student Affairs) and is evidence of the thorough examination and thought that has gone into equity planning and reporting.

Human Resources provided more general results on the use of equity, preferential and limited hiring and accommodation statistics for staff. This information is integrated with the information received from the various VP portfolios.

For academic departments, equity issues and considerations are integrated into the academic planning process through the Integrated Planning Process. There are three separate processes

where equity has been woven in. Each faculty provides an **academic plan** that is refreshed on an annual basis. The template for the plan includes objectives of the academic focus and research mission, plans and timelines and resource implications. The dean is expected to speak to his or her faculty's initiatives, particularly as they relate to enhancing the welcoming and supportive sense of community and creating strategies to implement and improve equity and diversity in both the short and long terms. Every faculty also provides an **annual academic staffing plan** that incorporates equity considerations such as the use of limited or preferential hire. The deans also provide **a report of their accomplishments** in the past year at the same time as they set out their goals for the following year. Achievements and goals related to the promotion of equity are incorporated into this process.

The following few pages compile and summarize information gathered in response to the request for an update on employment equity. *Appendix 3* contains a more detailed list of selected strategies, activities and initiatives to further employment equity that were included in the various updates received in EQHR and *Appendix 8* contains a sampling of announcements, programs, newsletters, etc. concerning a wide range of equity events at UVic. Selected activities related to recruitment and hiring, training, retention, accommodation, climate and communication are summarized below under Administrative (relating to staff) while results concerning faculty or learning and teaching are grouped under Academic. In some categories a more general paragraph follows.

RECRUITMENT and HIRING

Administrative

Some reports identified specific gaps in various units. Several mentioned that consideration is given to equity hiring for all positions. One unit considers preferential hiring for any position that becomes vacant. Several units have offered training for managers and supervisors in best practices in recruitment and selection and have worked to raise awareness of equity issues on all hiring committees. Equity hiring has been used to achieve a diverse team.

Effort has been devoted to removing barriers for designated groups in the hiring process by using inclusive language in postings, identifying transferable skills that equity group members might bring to a position and developing interview questions that incorporate diversity issues.

One division welcomes all new employees with a one-to-one meeting with the VP where the mission, vision and organizational structure and services are discussed.

Academic

The office of the Vice-President Academic and Provost (VPAC) offers a comprehensive training program (three sessions) on best practices in the recruitment and selection of faculty. Considerations of equity and diversity are integrated throughout the training and the use of

preferential and limited hiring procedures is addressed. At least one member of every academic search committee must have completed this training in order to get approval to recruit.

VPAC will distribute postings to equity groups nationally. The Adviser to the Provost on Equity and Diversity is available for advice and consultation to all hiring committees. The faculty recruitment strategy and scholars fund provide assistance for faculty members with relocation and support for spousal employment. There is an improved hiring strategy for sessional instructors and this has been communicated to departments and faculties. There has also been an increase in the number of International and Aboriginal visiting scholars, post-doctoral fellows and student assistants.

Statistics on the Use of Equity, Preferential and Limited Hiring Guidelines

Appendix 4 contains five tables provided by Human Resources with information on the use of specific equity hiring processes for all groups except faculty. The first three tables show the use of equity planning hiring, preferential hiring and limited hiring for each employee group during 2009. These three tables also show the number of applicants from each designated group that responded to each type of equity hire. It is difficult to correlate these figures, as the data do not include which designated group or groups were targeted in the hiring process. These tables indicate that in total the guidelines on equity hiring were used for staff positions 26 times during 2009 (17 equity planning hires, seven preferential hires and two limited hires). Seventeen of the equity hires were successful (i.e., a member of the specified designated group was hired (eight equity planning hires, seven preferential hires and two limited hires)). Equity hiring guidelines were most frequently used for CUPE 951 and PEA positions with just one equity planning hire attempted for a CUPE 917 position and two attempted for management excluded positions (neither the CUPE 917 hiring nor the management excluded competitions resulted in successful equity hires).

Five preferential and limited hiring processes were used for faculty searches during the past year (both regular and limited term appointments). Three of these identified Aboriginal Peoples as the designated group and two identified women. All of these hires were successful.

The fourth table in *Appendix 4* shows the total number of posted and closed competitions for each employee group (except faculty), the number of successful candidates that identified themselves as belonging to any of the four designated groups, the number of equity searches and the number of those that were successful. The fifth and last table shows the total count of applicants who self identified as being part of a designated group. (See Table 7 on page 15 for further discussion of these results.)

There are some interesting findings in these tables. Even though equity searches were only used in approximately 6 percent of all postings, almost 62 percent of all hiring resulted in a designated group candidate being selected. This must be qualified in that the data are collected

in such a way that does not indicate to which equity group the successful candidates belong. Many of these could be women where UVic already exceeds labour force availability in almost every occupational group.

TRAINING

Administrative

Many units spoke about providing support and encouragement generally for staff to participate in training opportunities and some spoke more specifically about sessions offered by EQHR. One unit had provided an internal workshop on fair and equitable recruitment and hiring practices. One unit had partnered with the Aboriginal Human Resources Council. An information session was offered for managers on equity and human rights. Staff participated in Aboriginal Cultural Training provided by Indigenous Affairs. Training for new staff included diversity and equity training. Leaders took advantage of courses offered through the Centre for Higher Education, Research and Development (CHERD) and the Legacy Leadership Program. EQHR has woven the theme of creating and maintaining inclusive, welcoming and supportive work/learning environments into all educational efforts conducted over the last two years.

Human Resources offers an extensive range of staff development opportunities often offering six or more courses each month. In 2010, eight courses were specifically focused on issues connected to equity and diversity and many more incorporated these issues.

Academic

Twenty-seven department chairs and other selection committee members and 25 administrative officers attended the faculty recruitment workshops. A series of academic leadership workshops have been developed and offered addressing best practices in faculty retention, creating an inclusive and welcoming learning and teaching environment, disability and accommodation, tenure and merit review processes, dealing with complaints, investigations and faculty performance development. Collaboration between the Learning and Teaching Centre and VPAC has resulted in an expansion of professional development activities for faculty including a three-day orientation for new faculty members and specific workshops offering support for teaching. Specific units and faculties spoke about engaging in positive space training to develop a more queer friendly environment and hosting brown bag events regularly to bring people together. There was also mention of integrating equity activity into an already scheduled meeting or event. EQHR developed workshops on inclusion for academic departments.

RETENTION

Administrative

Many strategies for retaining staff from designated groups were described. Some of these were more general (instituting division-wide performance plans, making it clear that there is potential for mobility, distribution of division newsletter, team building and cultural events, updating a workplace charter to recognize unique contributions of all staff and include an expectation that equity and diversity will be respected).
More specifically, several mentions were made about creating a workplace that is culturally safe and supportive for designated group members. Mentorship programs are being utilized ranging from the UVic program provided by HR to more informal arrangements like those made with senior staff from diverse backgrounds to mentor and coach employees from the designated groups.

There was recognition of the need to expand leadership opportunities for designated group members. Strategies being employed include accompanying preferential hires with mentoring and training in order to create a successful career path and mentoring, supporting and training designated group members in temporary positions in order to prepare them for future permanent positions.

Academic

There is also acknowledgement on the academic side of the need to increase the representation of designated groups in the higher ranks.

There is a professional development fund for sessional instructors.

Mentorship programs exist in some faculties and the Office of Research Services provides research mentorship at the department and faculty level. At least one faculty has established a "research champion" to support faculty research and another spoke about a scholarly travel fund for junior faculty. Assistance and lab facilities are provided for faculty who wish to increase their skill in online teaching. A "first year council" provides the opportunity for new and experienced instructors to discuss teaching first year students. A new program has been established to showcase best practices in graduate supervision.

One faculty hosted a family day for faculty and staff with young children.

The faculty caucuses (for academic women, faculty with disabilities, minority, Indigenous women instructors and Indigenous faculty) play a vital role in supporting faculty from the designated groups.

ACCOMMODATION

Administrative and Academic

All units work with Human Resources to provide accommodation for staff with disabilities or health issues. Efforts are made to implement flexibility for family and other responsibilities (subject to operational requirements). VPAC works together with Human Resources to offer workshops, advice, guidance and coaching to support sick leave, disability and accommodation for faculty members. In some departments the equity committee focuses on accommodation practices (and other issues).

Human Resources Data on Accommodations

Appendix 4 contains statistics on accommodations provided through Human Resources during 2009. It provides information on the nature of the accommodations provided (permanent or temporary, what is actually modified, etc.) and current employment status of the individual being accommodated broken down by employee group. The employee group with the greatest number of accommodations is CUPE 917. This is not surprising given the nature of the work performed by this group (janitorial, gardening, trades, food services, etc.). Accommodations negotiated through HR most often involve the provision of equipment to assist people to perform the essential duties of their position.

CLIMATE

Administrative

Many varied activities contribute to a supportive welcoming work environment for all staff. Some examples cited include a town hall presentation on equity issues, showcasing displays, materials on diversity, sponsoring a diversity writing contest for students and a human library event highlighting the role of the library as a place of openness, learning and inclusion.   There was also mention of staff retreats (division-wide and unit specific) held at least twice a year addressing content or learning and networking, celebrating and recognizing achievements.

Specific responsibilities related to equity and diversity (including the creation of positive work climates for all) have begun to be integrated into leadership role descriptions.

Academic

One department spoke about creating a strategic plan focusing on the environment or climate (including cultural capacity building). Others spoke of creating a diversity and inclusion statement and another talked about a commitment to regularly reflect on processes used to make decisions and the nature of decision-making. A departmental equity committee looks at issues of inclusion with respect to classroom practices and the admissions processes for barriers. One department identified sexual orientation and gender identity as an underrepresented group not designated by the FCP. Many departments sponsored events such

as an interfaith symposium and panel discussions related to social justice and equity issues (e.g., *Colouring in the rainbow: Conversations on race, sexualities and identities*).

Again the faculty association and faculty caucus groups (academic women's caucus, Indigenous faculty caucus, faculty disability caucus and minority and Indigenous women instructors network) must be acknowledged for their role in improving the climate by providing designated group members with support, mentoring and professional development opportunities.

COMMUNICATION

Administrative

Information concerning employment equity and diversity is disseminated and feedback is sought through the university human rights committee's employment equity advisory group. Information is also conveyed through *Multiplicity* (a newsletter produced by the Equity and Diversity Adviser to the Provost), articles in *The Ring*, EQHR and VPAC websites, etc. (see *Appendix 6* for lists of representation on both the UHRC and the provost's diversity and equity committees). Individual units spoke about using departmental SharePoint sites to communicate about equity and diversity, engaging in regular discussions about equity and diversity with managers and supervisors and having a representative on the university human rights committee. Other communication strategies included the creation of a staff website that allows staff to share information about themselves, to showcase diversity and to encourage a better understanding of one another.

Academic

Communication of UVic's strategic plan goals is done through faculties, departments and schools. Departmental equity committee chairs and caucus group representatives attend the provost's diversity and equity steering committee which meets four times a year.

Faculties and departments spoke of developing a cross-cultural and equity page for a departmental website, soliciting and collating the views of students, staff and faculty on equity and diversity issues, and reminding the department chair of equity plan goals and objectives. Also mentioned were monitoring responses to equity related questions on course evaluations and choosing a yearly theme (e.g., sexuality and equity) and developing corresponding fact sheets.

EQUITY COMMITTEES

Two staff equity committees were identified (Libraries and Systems). The Libraries equity committee has been in existence and been active for a number of years. The committee indicated a willingness to share information with other units on campus who are interested in

forming or revitalizing an equity committee.   The Systems equity committee has been revitalized after several years of inactivity. They have initiated equity status updates with the Chief Information Officer, created terms of reference and decided upon the primary goal of making Systems a more diverse and inclusive workplace free from discrimination, harassment and barriers. Now that equity planning has been integrated with regular academic and service planning, unit based equity committees are no longer being actively promoted by EQHR. Equity committees that do arise or already exist will be supported. Equity committees seem like an effective mechanism for furthering equity in some units but not necessarily in all units.

There are at least 10-15 equity committees in academic departments. There are also several faculty level equity committees. In general these are composed of students (graduate and undergraduate), staff and faculty. They have titles ranging from equity working group to the equity, diversity and belonging advisory committee. These committees tend to have a broader focus than those on the administrative side using an equity lens to look at inclusion in the classroom, admissions, academic accommodation as well as employment equity issues.

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As mentioned above, this is the first cycle in which equity planning and reporting have been integrated into regular planning/reporting cycles. EQHR and the Diversity Adviser will provide feedback and suggestions in response to all reports. For example, when it is stated that equity hiring is considered for all vacant positions, we might begin a discussion about how often the guidelines on limited and professional hiring are implemented and how successful they have been. If they have not been implemented or not been successful we can assist in identifying and perhaps removing barriers. If a department is wishing to assess the climate for sexual and gender diversity we can suggest the Positive Space Network as a resource. Our hope is that this will catalyze a process of ongoing dialogue around equity progress between EQHR, the Diversity Adviser to the Provost and most units or departments on campus.

Workforce Analysis 2009/10

The Federal Contractors Program, Section 42 of the BC Human Rights Code and our internal equity policy and plan all require that UVic collect and report annually on the membership of employees in the four designated groups (women, Aboriginal Peoples, members of visible minorities and people with disabilities). Designated group representation in the UVic workforce is calculated by combining data collected through the employment equity survey with human resource data. The employment equity survey provides every employee opportunities to self identify as a member of one or more of the four designated groups. While returning the survey is a requirement of the FCP, self-identification is not. Therefore, the data collected regarding designated group representation in the UVic workforce is gathered by voluntary self-identification. It is likely that this method of establishing membership in the four designated

groups (although necessary for reasons of privacy) results in an under-reporting of membership in these designated groups.

UVic statistics are compared against "availability" information for each designated group. This availability information is based on census information from recruitment areas determined by Human Resources and Social Development Canada to be appropriate to each occupation at UVic. National availability data are used when looking at senior managers, middle and other managers and professionals (including university professors). Provincial data is used to calculate availability for semi-professionals and technicians, supervisors: crafts and trades, skilled sales and service personnel and skilled crafts and trades workers. All other Employment Equity Occupational Groups (EEOGs) for women, Aboriginal Peoples and members of visible minorities use availability date for the census metropolitan area of Victoria. Availability data for people with disabilities is based on national figures for all EEOGs. Gaps are identified and these are used to develop hiring goals.

Every position at UVic is coded using the National Occupation Classification (NOC) system. NOC codes are then combined into Employment Equity Occupational Groups (EEOG). These codes and groups do not correspond well to the UVic organizational structure, which makes reporting by business or academic unit very difficult. This section begins by looking at the representation of UVic faculty.

FACULTY

Members of Designated Groups as % of Faculty (gross and net) compared to Labour Force Availability

Designated Group	% of Faculty (gross)	% of Faculty (net)	% of available labour force
Women	41.8%	41.8%	39.6%
Aboriginal Peoples	2.5%	3.0%	0.9%
Member of Visible Minority	10.1%	12.0%	15.1%
People with Disabilities	4.0%	4.8%	4.5%

TABLE 1

Table 1 contains both gross and net percentages. The gross figures represent the number of people who self identify as a percentage of all regular faculty (n=791). The net figures represent the number of people who self identify as a percentage of all who responded to the survey. This figure has validity if we assume that the representation of designated groups among those who respond to the survey is roughly equal to that among those who do not

respond.[2] UVic faculty is more representative of the labour force availability of designated groups than the general UVic workforce. Looking at the net percentages, UVic faculty representation is greater than labour force availability for every designated group except members of visible minorities. Twelve percent of UVic faculty self identify as members of a visible minority while 15.1 percent of the national available faculty labour force are members of a visible minority. If we consider the gross percentages, people with disabilities are slightly under represented among UVic faculty.

This is a significant achievement. There is still a small discrepancy between the UVic faculty complement of members of visible minorities but other than that, UVic faculty meets or exceeds national labour force availability for the three other designated groups. The next series of tables address the entire UVic workforce (including faculty).

TOTAL UVIC WORKFORCE, TABLE 2

UVic Population

	All Employees
2007	5,200
2008	5,189
2009	5,878
2010 (as of Sept. 22)	4,351

TABLE 2

TABLE 2 shows the overall UVic population of employees as of September 22, 2010 compared to figures for 2007, 2008 and 2009. There is a significant drop in the population between 2009 and 2010 and this results from a major cleanup of the database (removing inactive employees, duplicate records, etc.) The following tables are based on this overall population of 4,351 employees. After looking at the overall UVic workforce, figures for faculty are looked at separately.

TABLES 3-6 show numbers of employees in each designated group, the percentage of the UVic workforce that number of employees represents and the percentage of the available workforce that is made up of that designated group. These results are shown for 2007, 2008, 2009 and September 22, 2010. This enables us to look at whether progress is being made over time.

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[2] This is an assumption because it is not possible to determine the rate of membership in designated groups among those who do not answer the survey. Consequently, both the gross (designated groups as percentage of total number of faculty) and net (designated groups as percentage of those who respond to the survey) are presented.

Appendix 7 contains Tables 3a through 6a that are Tables 3 through 6 broken down into Employment Equity Occupational Groups. The results are discussed below.

Designated Group: Women

	Women	Percent	LF Availability
2007	3,029	58.3	54.2
2008	3,014	58.1	53.8
2009	3,400	57.8	53.6
2010*	2,584	59.4	54.4

TABLE 3

DESIGNATED GROUP: WOMEN, TABLE 3

Overall, UVic's workforce representation of women has exceeded the labour force availability for women in every year from 2007 through 2010. Our representation of women in 2010 is 5 percent greater than the labour force availability. The only EEOG categories where women are underrepresented are Supervisors, Crafts and Trades and Skilled Crafts and Trades Workers, Intermediate Sales and Service Personnel and Semi-Skilled Manual Workers. The gaps (difference between actual number of UVic employees in that EEOG who are women and the number that would be equivalent to the percentage of women in the available labour force) in each of these categories are small ranging from one to three.

Designated Group: Aboriginal Peoples

	Aboriginal Peoples	Percent	LF Availability
2007	66	1.3	2.3
2008	73	1.4	2.3
2009	87	1.5	2.2
2010*	72	1.7	2.5

TABLE 4

DESIGNATED GROUP: ABORIGINAL PEOPLES, TABLE 4

UVic's current labour force is 0.8 percent below the labour force availability of Aboriginal Peoples. However, our representativeness has increased modestly each year from 2007 to 2010 and we are making progress towards a representation that parallels labour force availability. UVic's workforce is not representative of the available Aboriginal labour force in most categories. We are equal to or greater than the available labour force in the Professional

category (this includes faculty), Supervisors Crafts and Trades, Administrative and Senior Clerical Personnel and Skilled Sales and Service Personnel.

Designated Group: Visible Minority

	Visible Minority	Percent	LF Availability
2007	279	5.3	18.3
2008	297	5.7	18.1
2009	384	6.5	18.6
2010*	284	6.5	17.4

TABLE 5

DESIGNATED GROUP: VISIBLE MINORITY, TABLE 5

As past reports indicate, this is the group where UVic shows the largest gap between representation and labour force availability. As of 2010, 6.5 percent of the UVic labour force consisted of members of visible minorities while the labour force availability is 17.4 percent. This is a significant gap. On the positive side this gap is reduced from our report last year (13.4 percent in 2008 to 10.9 percent in 2010) and our representation shows a slow but steady increase since 2007. Table 5a shows that UVic's workforce is under-representative of the proportion of the available labour force made up of members of visible minorities in every category except Administrative and Senior Clerical Personnel.

Designated Group: Disability

	Disability	Percent	LF Availability
2007	160	3.1	4.6
2008	156	3.0	4.6
2009	168	2.9	4.6
2010*	145	3.3	4.7

TABLE 6

DESIGNATED GROUP: PEOPLE WHO HAVE A DISABILITY, TABLE 6

Again the UVic labour force has become very slightly more representative of people with disabilities between 2007 and 2010. The percentage of the UVic workforce that self identifies as having a disability is 3.3 percent, which is as high as it has ever been although still not representative of the available labour force. Similar to the previous three designated groups,

people who have disabilities are underrepresented in most employment equity occupational groups. The groups where the UVic workforce is representative include Managers, Supervisors Crafts and Trades, Senior Administrative and Clerical Personnel, Semi-Skilled Manual Workers and Other Manual Workers.

GAP* Analysis: Designated Groups 2007-2010

Designated Group	GAP 2007	GAP 2008	GAP 2009	GAP 2010
Women	211	222	251	209
Aboriginal Peoples	-53	-46	-43	-39
Member of Visible Minority	-613	-642	-715	-465
People with Disabilities	-79	-83	-102	-56

TABLE 7

* The gap is the difference between the actual number of employees in the designated group and the number that would be equivalent to that group's representation in the available labour force.

GAP ANALYSIS: DESIGNATED GROUPS 2007-2010, TABLE 7

The main question we need to examine is to what extent the UVic workforce is equivalent to the available labour force in terms of representation of designated groups. Secondarily, we need to look at whether we are becoming more representative over time (i.e., are we moving in the right direction). The gap is a useful measure through which to explore these questions. As specified above, the gap is the difference between the actual number of employees in the designated group and the number that would be equivalent to that group's representation in the available labour force. A positive number indicates that the UVic workforce exceeds labour force availability while a negative number is a gap or a shortfall of employees who self identify as part of that designated group.

Table 7 shows the gaps for each designated group for each year between 2007 and 2010. Because of the many changes in methods of data extraction, software used to analyze the data and generate statistics and the criteria that determine inclusion in the database, this retrospective examination must be treated with caution and cannot be considered definitive. However, it is useful to examine for general trends. The UVic workforce consistently and clearly exceeds the available labour force in terms of the representation of women. Although there are specific employment equity occupational groups or departments that may not be representative, there is no need to put concerted effort into increasing the number of women employees on an institutional basis.

The situation is different for the remaining three designated groups. There is a gap between UVic workforce representation and labour force availability in all three of these groups. The positive news is that gaps in all three designate groups have grown smaller between 2007 and 2010. In terms of Aboriginal employees, we are 14 employees closer to being representative than we were in 2007 and 23 employees closer when we look at employees with disabilities. The gap for members of visible minorities is still very large at -465 but it is 148 employees closer than the gap of -613 that was found in 2007 and the gap has narrowed by 240 employees since 2009. The trend identified here is one of modest progress towards our overall goal of creating a workforce that is representative of the available labour force in terms of Aboriginal Peoples, members of visible minorities and people with disabilities. We cannot be complacent but all indications are that we are moving in the right direction and increasing the diversity of the UVic workforce when it comes to the three designated groups: Aboriginal Peoples, members of visible minorities and people with disabilities.

Percentage of Applicants who are Designated Group Members compared to Labour Force Availability and UVic Representation

Designated Group	% of total applicants for all postings	% Labour force Availability	% UVic Representation 2009
Women	50.4	53.6	57.8
Aboriginal Peoples	2.91	2.2	1.5
Member of Visible Minority	11.55	18.6	6.5
People with Disabilities	2.88	4.6	2.9

TABLE 8

PERCENTAGE OF APPLICANTS WHO ARE DESIGNATED GROUP MEMBERS COMPARED TO LABOUR FORCE AVAILABILITY AND UVIC REPRESENTATION, TABLE 8
Some interesting findings emerge when we compare the percentage of all job candidates belonging to each designated group to the labour force availability for that group and UVic's representation. For both Aboriginal Peoples and members of visible minority groups it appears that we are attracting candidates at a rate almost double the representation of those groups in the existing UVic workforce. Further investigation might indicate reasons for this. It may be that there are a significant number of applicants who do not meet the position criteria. It may also be that these designated group candidates are experiencing barriers at some point in the selection process. For people with disabilities the percentage of total applicants is very close to the

representativeness of UVic's workforce but not equivalent to availability. This would indicate that more outreach to organizations for people with disabilities might be required to inform them about employment opportunities at UVic. This would also make sense as a strategy to increase the number of applicants who are members of visible minority groups. The percentage of Indigenous applicants exceeds labour force availability so further outreach with Indigenous communities would not likely be a high priority strategy for increasing UVic's workforce representation of Indigenous Peoples.

Moving Forward: Challenges and Opportunities

This report clearly indicates that UVic is moving in the right direction by increasing employment equity and becoming an organization that is representative of the available labour force in terms of the four groups designated by the Federal Contractors Program. At the same time, we have made significant progress on our own equity goals, particularly in the area of integrating equity planning and reporting into existing methods and cycles of planning and reporting.

Of special note is the representativeness of our faculty who come very close to being fully representative of the available labour force in terms of women, Indigenous Peoples, members of visible minorities and people with disabilities. This is a very positive achievement.

We can anticipate some challenges in the coming years. We are entering a period of fiscal restraint and will need to ensure that our modest progress in terms of employment equity is not lost and that we continue to move forward in further diversifying UVic's workforce and creating an environment that is inclusive and welcoming for all.

Steps are underway to increase the response rate to the employment equity survey, which has dipped below the response rate achieved during the re-survey of the entire workforce that was carried out in 2005. During the last year the survey has become automated and can be completed electronically. We expect that this will have a number of positive effects including that of raising response rates. We are about to embark upon a survey of all existing employees who have not responded to the survey in the hope that a reminder together with information about the importance of the survey will yield additional responses. We are also planning to go out and talk to employee groups about the survey; about why it is important and how valuable their responses are to the organization. We are piloting this approach with one particular group at the same time as the survey of non-responders to determine if this approach further increases response rates. We have added the employment equity survey to the Manager's Checklist to review with new employees and we have begun to talk about the survey at the large new employee orientations put on by Human Resources. An upcoming session for managers and supervisors will address the issue of talking to employees about the equity survey as will the president's advisory council in February 2011.

In addition, we need to begin a dialogue with the Federal Contractors Program about the recruitment areas set as defaults for determining the available labour force for the University of Victoria. Our university and our city are situated on an island and this may have an effect on what constitutes an appropriate recruitment area. There are EEOGs that use national recruitment areas as defaults when we suspect that our actual recruitment area may be limited to the census metropolitan area of Victoria or Vancouver Island. Some other EEOGs use provincial availability data when this may not be accurate because we are on an island. This may particularly affect our representativeness of members of visible minorities. Arrival of new immigrants to Vancouver Island is limited to about 340 each year (and many of these may not be racially diverse) while more than 30,000 new immigrants to Canada annually choose Toronto, Montreal and Vancouver as their preferred locations. National and provincial availability statistics for members of visible minorities are much higher than those for the census metropolitan area of Victoria where it seems that most of our recruitment takes place. Dependent upon the results of our internal efforts to increase response rates and discussions with the FCP about recruitment areas on UVic's workforce representation of members of visible minorities, we may need to consider conducting an employment systems review that focuses on members of visible minorities. UVic does engage in elements of what the FCP defines as an employment systems review on an ongoing basis. However, it may be necessary to focus more specifically on the experiences of members of visible minorities to determine whether they face barriers to employment at UVic. It is encouraging that the numbers indicate progress but that progress appears to be slow and we may need to move more quickly towards a workforce that is racially, ethnically and culturally diverse. A thorough employment systems review would look at recruitment, selection and hiring, training and development, promotion, retention and termination, reasonable accommodation, attitudes and climate. This will be given further consideration in the coming year.

There has always been some difference between the conception of employment equity required by the Federal Contractors Program and UVic's own approach and ideas concerning equity. It seems that UVic community members are becoming more vocal about what they define as equity and that in many cases this goes beyond what is required by the FCP. Discussions on the university human rights committee have advocated expanding the definition of employment equity to be more inclusive than the four groups designated by the FCP. A number of units have included issues of gender and sexuality in their equity planning and reporting. Some have chosen to make issues of gender variance and sexual orientation a particular focus. As we move forward we need to be responsive to these evolutions in the meaning of employment equity and balance this with continuing to comply with FCP requirements.

Related to this is the balance required between the FCP requirement to count heads and our internal commitment to a deeper conception of equity where its consideration is embedded into everything that we do. Hiring goals are important and do provide a concrete measure of

progress. At the same time, we need to pay attention to the more nebulous issues of inclusion and climate. Efforts to achieve equity will be limited to short-term results if new employees bring diverse viewpoints and perspectives into an environment where they are not welcome. Similarly, hiring someone primarily because they belong to a designated group is setting that individual and equity progress up for failure. As an institution we need to determine why equity is important to us and move beyond satisfying the requirements of the FCP. Equity hiring must include a careful examination of the deeper reasons for diversifying a team and ensure that the results of that exploration are woven into the criteria for the position. Successful candidates must fulfill the criteria set out for the position and those criteria must be free of barriers. Diverse employees need to join a work environment that is welcoming and supportive and values the changes that will come with diversity.

We have made significant progress in terms of our overall readiness for an FCP review in the last 16 months. We have moved from an approximate readiness of 65 percent to 80 percent through integration of equity and diversity into existing planning/reporting systems, a consistent in/out bound annual reporting schedule, launching the web based workforce survey and implementing an online exit survey. During the coming year we need to revise and update our equity plan and establish new hiring goals. This will bring us very close to full readiness.

As our confidence in the data increases we plan to conduct more sophisticated analyses of employment equity data, examining salary levels of members of designated groups and using flow data to look at career progression. We will use cluster analysis to look for possible over representation of designated groups in specific areas or occupational groups.

The University of Victoria is entering a period of strategic plan renewal. In the process, we will reflect upon our equity goals and strategies and ensure that they are current and embedded in the document that will lead the university forward in the coming years.

List of Appendices

1. Charts summarizing employment equity drivers at UVic and the division of responsibility with respect to equity activities
2. Sample template used for reporting on equity activities in a large unit
3. Summary compilation of equity strategies gathered from vice-presidential reports
4. Information from Human Resources on equity hiring for staff during 2009
5. Information from Human Resources on accommodations provided during 2009
6. Representation on University Human Rights Committee and Provost's Diversity and Equity Committee
7. Designated group members by employment equity occupational groups
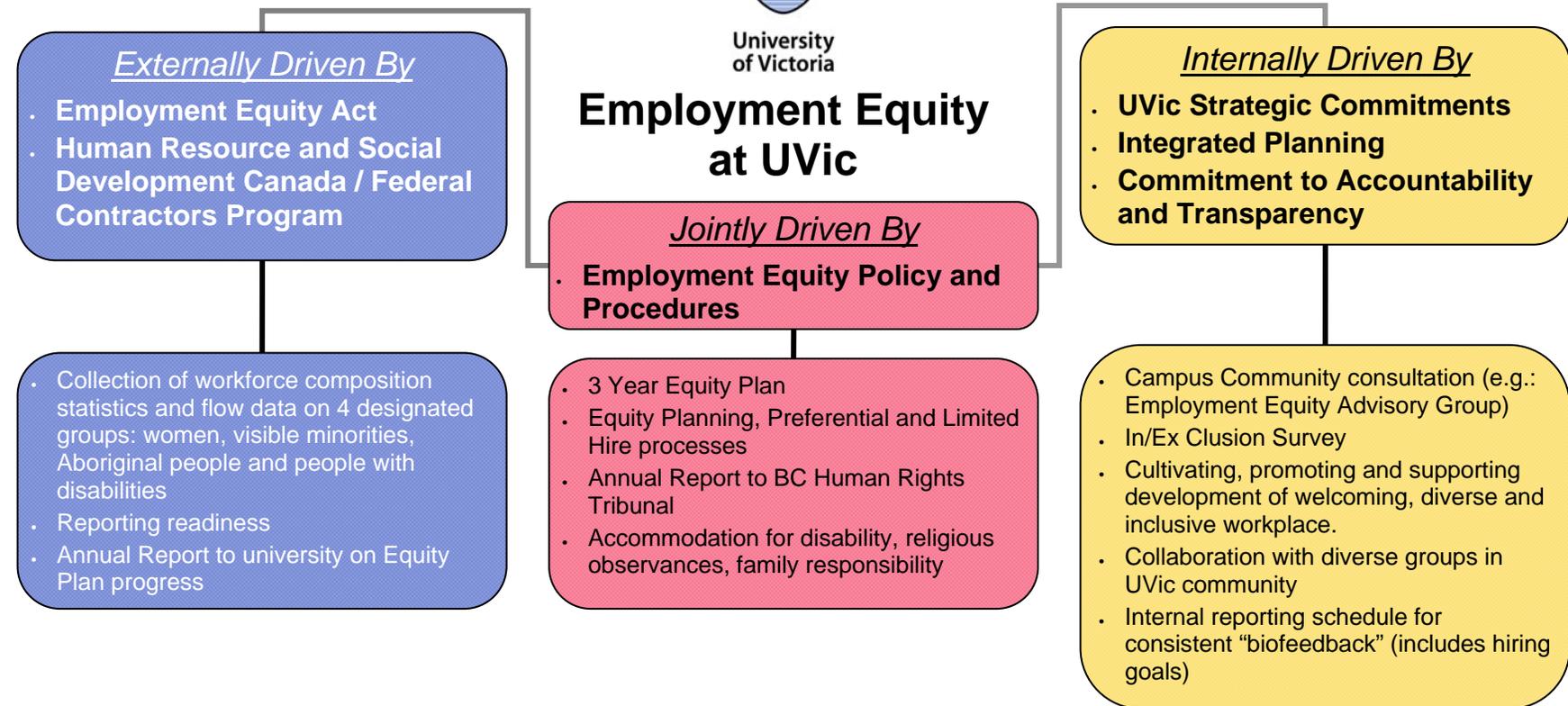8. A sampling of equity activities at UVic

January 10, 2011

CHART 1

University of Victoria

Employment Equity at UVic

Externally Driven By
- **Employment Equity Act**
- **Human Resource and Social Development Canada / Federal Contractors Program**

Jointly Driven By
- **Employment Equity Policy and Procedures**

Internally Driven By
- **UVic Strategic Commitments**
- **Integrated Planning**
- **Commitment to Accountability and Transparency**

- Collection of workforce composition statistics and flow data on 4 designated groups: women, visible minorities, Aboriginal people and people with disabilities
- Reporting readiness
- Annual Report to university on Equity Plan progress

- 3 Year Equity Plan
- Equity Planning, Preferential and Limited Hire processes
- Annual Report to BC Human Rights Tribunal
- Accommodation for disability, religious observances, family responsibility

- Campus Community consultation (e.g.: Employment Equity Advisory Group)
- In/Ex Clusion Survey
- Cultivating, promoting and supporting development of welcoming, diverse and inclusive workplace.
- Collaboration with diverse groups in UVic community
- Internal reporting schedule for consistent "biofeedback" (includes hiring goals)

2010 Primary Projects

✦ **Achieve full readiness for FCP review by:**
- **Integration of equity and diversity into existing planning/reporting systems**
- **Developing a consistent in/out bound annual reporting schedule.**
- **Launching web based workforce survey**
- **Surveying existing employees who have not completed workforce survey**
- **Increasing response rates to workforce survey and reviewing recruitment areas**
- **Implementing on-line exit survey**
- **Reviewing and revising employment equity policy and equity plan**
- **Conduct employment systems review for members of visible minority groups**

✦ **Reconsideration of role/formation of equity committees**

✦ **Increase participation in training on fair and equitable recruitment and selection procedures**

✦ **Emphasize *how* we hire as opposed to *who* we hire**

✦ **Revise Aids to Equity Hiring embedding guidelines on preferential/limited hiring**

✦ **Develop mechanism for early consultation in recruitment/selection on administrative side**

University of Victoria

CHART 2 - DRAFT Employment Equity and Diversity: Current Administrative Responsibilities & Accountabilities

ACTIVITY	EXECUTIVE	DEANS, CHAIRS DIRECTORS	FACULTY/DEPARTMENT EQUITY COMMITTEE*	EQHR	DIVERSITY	HUMAN RESOURCES	UHRC EMAG
REPORTING & PLANNING	responsible for including equity and diversity in planning/review processes and for holding direct reports accountable	integrate equity + diversity planning/reporting into existing schedules	advise unit on equity planning and reporting assist with preparation of equity reports	coordinate data collection and internal/external reporting facilitate integration of Equity Planning into existing planning/reporting schedules prepare annual reports to BCHRT and to campus community	provides central leadership within the academic areas to plan for and achieve our equity and diversity goals as they relate to educational programming, academic policies and practices, academic staffing plans	support EQHR with data capture, analysis and strategy	meet annually with president to identify priority equity issues
COMMUNICATING	promote equity + diversity and associated initiatives/practices ensure equity + diversity a consideration in everything we do and a key ingredient in UVic culture	review and report on equity plans/goals support, consult with and listen to equity committees	advise Deans, Chairs, Directors on equity issues monitor internal equity issues (hiring, retention, etc) + identify potential barriers/priority issues	advise President on equity issues monitor climate + identify barriers and co-develop strategy to dissolve them	advise VPAC on diversity monitor diversity identify priority issues	info sharing on climate, statistics, initiatives	share information and diverse perspectives on equity issues among committee members share information and consult with constituency groups
HIRING & RETENTION PRACTICES	promote use of equity + diversity planning, limited and preferential hiring continue to increase equity/diversity at executive level	monitor and where possible address potential barriers + retention tools • use equity hiring	encourage and participate in use of equity hiring when recruiting/selecting monitor retention consider mentoring programs to support equity and diversity	serve as resource to campus by consistently defining + communicating equity practices partner with HR for exit survey process provide training on fair and equitable hiring practices in cooperation with HR	encourage use of equity hiring when recruiting/selecting works with AVP Faculty Relations and Director of Faculty Recruiting on HR issues relating to human rights, equity and diversity (recruitment, retention, personnel advising and dispute resolution) support mentoring for diversity for faculty and orientation	partner with EQHR for exit survey process support equity through hiring processes participate in equity + diversity related committees	advise on equity hiring and retention issues
TRAINING/LEADERSHIP	model equity practices	model equity practices participate in training on fair and equitable hiring practices, encourage those in your unit to participate in educational/training opportunities related to equity	participate in training on equity hiring	providing training on equity practices model equity practices	provide leadership in identifying and eliminating systemic barriers provides training and advice to deans, chairs, directors and academic committees on equity and diversity issues relating to faculty hiring, personnel practices, educational practices and the broader student experience.	training on hiring, diversity, conflict resolution, respectful workplace, etc management skill + leadership training includes equity + diversity training	

Faculties/departments can support equity with committees or by other means

ACTIVITY	EXECUTIVE	DEANS, CHAIRS DIRECTORS	FACULTY/DEPARTMENT EQUITY COMMITTEE*	EQHR	DIVERSITY	HUMAN RESOURCES	UHRC EMAG
CONSULTING & PARTICIPATING	consult EQHR and Equity/Diversity Adviser on relevant issues	consult with equity committee(s)* in your unit seek out diverse perspectives	send representative to equity/diversity steering committees (consult on policy development)	UHRC – assist in chairing EMAG support UHRC collaborate with HR, Diversity Advisor, Unions, support/advocacy groups for diverse campus communities provide information and resources to campus community	chair EQ/DIV committee collaborate with HR, EQHR, Unions, support/advocacy groups for diverse campus communities participate on UHRC	membership on UHRC	consult with constituency groups as appropriate participate in review of university wide strategic plan
POLICY				lead review of employment equity policy and plan use equity lens to review university policies participate in review and development of equity related policies with USEC/Diversity/HR implement H/D policy and procedures	participate in policy reviews related to equity/diversity		participate in review of policies related to equity
SPONSOR			sponsor events	sponsor events/community outreach	sponsor events/community outreach	sponsor events/community outreach	task groups to achieve specific purpose
COLLABORATE/SUPPORT	meet periodically with UHRC			coordinate and support planning and implementation of equity + diversity for admin units foster welcoming, inclusive and diverse workplace work with Diversity Adviser, HR, other key partners and entire campus community	coordinate and support planning and implementation of equity + diversity for faculties	collaborate to promote corporate culture of welcoming, inclusive and diverse workplace	collaborate with and support equity seeking groups on campus
OTHER				conduct environmental assessments conduct employment systems reviews oversee and ensure compliance with FCP		facilitate provision of reasonable accommodation to employees	

*Faculties/departments can support equity with committees or by other means

University of Victoria | Student Affairs

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Division of Student Affairs
EQUITY AND DIVERSITY REPORTING

</div>

1. RECRUITMENT OF STAFF

QUESTION: 1 a) What gaps do you recognize in your current staffing complement when it comes to issues of equity/diversity?

RESPONSES					
Athletics & Recreation	Campus Services	Enrolment Services	Indigenous Affairs	Registrar	Student Services

QUESTION: 1 b) What strategies have you used over the course of the last year to address these issues? (i.e., preferential hiring, EQHR training, etc.)

RESPONSES					
Athletics & Recreation	Campus Services	Enrolment Services	Indigenous Affairs	Registrar	Student Services

QUESTION: 1 c) What strategies/goals do you have for the coming year to address any issues within your area?

RESPONSES					
Athletics & Recreation	Campus Services	Enrolment Services	Indigenous Affairs	Registrar	Student Services

2. RETENTION OF STAFF

QUESTION: 2 a) What initiatives have you developed over the course of the last year in order to help retain staff from diverse backgrounds (mentoring, orientation, training, programs, etc.)?

RESPONSES					
Athletics & Recreation	Campus Services	Enrolment Services	Indigenous Affairs	Registrar	Student Services

QUESTION: 2 b) What initiatives have you planned for the coming year to in order to make the working environment more supportive for staff from diverse backgrounds?					
RESPONSES					
Athletics & Recreation	Campus Services	Enrolment Services	Indigenous Affairs	Registrar	Student Services

3. COMMUNICATION

QUESTION: 3 a) What mechanisms in your respective departments do you use to communicate issues related to equity and diversity (i.e., committees, meetings with staff teams, email, sharepoint, websites, etc.)?					
RESPONSES					
Athletics & Recreation	Campus Services	Enrolment Services	Indigenous Affairs	Registrar	Student Services

QUESTION: 3 b) What plans do you have for the coming year to enhance or expand the current use of these tools?					
RESPONSES					
Athletics & Recreation	Campus Services	Enrolment Services	Indigenous Affairs	Registrar	Student Services

Appendix 3

The following few pages compile and summarize information gathered in response to the request for an update on employment equity. Selected activities related to recruitment and hiring, training, retention, accommodation, climate and communication are summarized below under Administrative (relating to staff) while results concerning faculty or learning and teaching are grouped under Academic. .

RECRUITMENT and HIRING

Administrative
- consideration given to equity hiring for all positions
- training for managers and staff in best practices in recruitment and selection and raising awareness of equity issues on all hiring committees
- using equity hiring to achieve a diverse team
- used preferential hiring for two junior positions with intention of providing mentorship and encouragement and beginning to diversify the profession
- using inclusive language in postings
- identifying transferable skills that candidates from equity groups may bring to a position
- development of interview questions that incorporate diversity issues
- all new employees have one-on-one meeting with VP addressing mission, vision, organizational structure and services
- modest progress in achieving a diverse workforce
- specific gaps identified in various units
- when all hiring qualities and competencies come out even look to provide opportunity based on principles of equity and diversity
- successful preferential hire
- any position that becomes vacant is considered for preferential hiring

Academic
- VPAC offers a comprehensive training program (three sessions) on best practices in the recruitment and selection of faculty, considerations of equity and diversity are integrated throughout the training and the use of preferential and limited hiring procedures is addressed
- VPAC will distribute postings to equity groups nationally
- Adviser to the Provost on Equity and Diversity available for advice and consultation to all hiring committees
- at least one member of every academic search committee must have completed training described above in order to get approval to recruit
- development of an improved hiring strategy for sessional instructors and its communication to departments and faculties

- increase in hiring of International and Aboriginal visiting scholars, post-doctoral fellows and student assistants
- faculty recruitment strategy and scholars' fund provide assistance for faculty members with relocation and support for spousal employment
- identifying where faculty is least representative (i.e., gender and people with disabilities)

TRAINING

Administrative
- encouragement and support for training generally
- offered a workshop on best practices for fair and equitable recruitment and hiring
- staff completed managers, supervisors and diversity course
- senior staff attended legacy leadership program and CHERD programs
- participation in development of online Aboriginal procurement program with Aboriginal Human Resources Council
- information session for managers on equity and human rights
- HR offered an extensive range of staff development opportunities during 2010 often offering six or more courses each month, during 2010, eight courses were specifically focused on issues connected to equity and diversity and many more incorporated these issues
- EQHR has made the creation and maintenance of inclusive, welcoming and supportive work/learning environments the main focus of educational efforts for the last two years
- participated in Aboriginal Cultural Training offered by INAF
- training provided to new staff includes diversity and equity training
- staff encouraged to participate in training opportunities offered by EQHR and HR

Academic
- 27 people (department chairs and other selection committee members) attended the faculty recruitment workshops described above
- 25 administrative officers attended the relevant portions of the faculty recruitment workshops
- an academic leadership workshop has been developed addressing best practices in faculty retention, creating an inclusive and welcoming learning and teaching environment, disability and accommodation, review, tenure and merit processes, dealing with complaints and investigations and faculty performance development
- collaboration between the Learning and Teaching Centre (LTC) and VPAC has resulted in an expansion of professional development opportunities for faculty including a three day orientation for new faculty members and specific workshops offering support for teaching
- positive space network training to develop a more queer friendly environment
- host brown bag events four times a year

- integrating equity activity into an already scheduled meeting or event
- EQHR has developed academic inclusion workshops

RETENTION

Administrative
- performance plans in place division-wide
- many staff promoted or reclassified making it clear that there is potential for mobility
- staff participate in UVic mentorship program both as mentors and mentees
- distribution of division newsletter
- work to retain staff from designated groups
- implemented a personal coach mentor initiative with a senior staff from a diverse background
- successful preferential hire accompanied with mentoring and training in order to create a successful career path within the unit and the organization
- designated group members received training and job share opportunities outside their regular positions in order to provide opportunities for professional growth
- trying to create workplace that is culturally safe and supportive for designated group member
- designated group member in temporary position is mentored, supported and trained to be successful in gaining future permanent positions
- updating workplace charter to recognize unique contributions of all staff
- team building exercises and events, cultural events and seminars
- team charter that includes an expectation that all staff will respect equity and diversity
- recognition of need to expand leadership opportunities for designated group members

Academic
- professional development fund for sessional instructors
- mentorship programs exist in some faculties and the Office of Research Services provides research mentorship at the department and faculty level
- new program established to showcase best practices in graduate supervision
- establishment of a faculty "research champion" to support faculty research
- scholarly travel fund for junior faculty
- concrete assistance provided at faculty level in seeking external research funding
- assistance and lab facilities for faculty wishing to increase skill in online teaching
- first year council provides opportunity for new and experienced instructors to discuss teaching first year students
- host a family day for faculty and staff with young children
- aim to increase representation of designated groups in higher ranks
- work to retain faculty and staff from designated groups

ACCOMMODATION

Administrative
- provide accommodation for staff with disabilities or health issues
- flexibility for family and other responsibilities

Academic
- VPAC works together with Human Resources to offer workshops, advice, guidance and coaching to support sick leave, disability and accommodation for faculty members
- equity working group focuses on accommodation practices (and other issues)

CLIMATE

Administrative
- put on a town hall presentation on equity issues
- showcasing displays, materials on diversity
- sponsored a diversity writing contest for students
- sponsored a human library event highlighting the role of the library as a place of openness, learning and inclusion
- incorporating specific responsibilities related to equity and diversity into all leadership role descriptions
- retreats (division-wide and unit specific) held at least twice a year addressing content or learning and networking, celebrating and recognizing achievements

Academic
- faculty association and faculty caucus groups (academic women's caucus, Indigenous faculty caucus, faculty disability caucus and minority and Indigenous women instructors network) provide support, mentoring and professional development opportunities
- regularly reflect on processes used to make decisions and nature of decision making
- Identifying sexual orientation and gender identity as an underrepresented group not designated by the FCP
- equity working group looks at issues of inclusion with respect to classroom practices and the admissions processes for barriers
- creating a diversity and Inclusion statement for the department
- sponsoring interfaith symposium and panel discussions related to social justice and equity issues (e.g., *Colouring in the rainbow: Conversations on race, sexualities and identities*)
- EQHR workshops for academic departments on inclusion
- departmental strategic plan focusing on the environment or climate (including cultural capacity building)

COMMUNICATION

Administrative
- information concerning employment equity and diversity is disseminated and feedback is sought through the university human rights committee's employment equity advisory group
- information is also conveyed through *Multiplicity* (a newsletter produced by the Equity and Diversity Adviser to the Provost), articles in *The Ring*, EQHR and VPAC websites, etc. (see Appendix 6 for lists of representation on UHRC and provost's diversity and equity committee)
- using departmental sharepoint to communicate about equity and diversity
- regular discussions about equity and diversity with managers and supervisors
- having a representative on University Human Rights Committee
- creation of a staff website that allows staff to share information about themselves, to showcase diversity and to encourage a better understanding of one another
- equity and human rights a standing item at management meetings

Academic
- communication of UVic strategic plan goals done through faculties, departments and schools
- departmental equity committee chairs and caucus group representatives attend the provost's diversity and equity steering committee which meets four times a year
- developing cross-cultural and equity page for departmental website
- solicit and collate views of students, staff and faculty on equity and diversity issues
- remind department chair of equity plan goals and objectives
- monitoring responses to equity related questions on course evaluations
- choosing a yearly theme (e.g., sexuality and equity) and developing corresponding fact sheets

University of Victoria | Equity & Human Rights

Employee Unit	Designated Group Applicants for Equity Planning Hires				Total Equity Planning Searches	Successful Equity Planning Search
	Aboriginal	Person with Disability	Visible Minority	Woman		
CUPE 951	54	93	230	1069	13	7
Professional Employee Association	18	5	51	194	1	1
CUPE 917	0	0	0	0	1	0
Exempt Support Staff	0	0	0	0	0	0
Management Excluded	5	7	29	79	2	0
Totals	**77**	**105**	**310**	**1342**	**17**	**8**

Employee Unit	Designated Group Applicants for Preferential Hires				Total Preferential Hire Searches	Successful Preferential Hire Searches
	Aboriginal	Person with Disability	Visible Minority	Woman		
CUPE 951	15	5	18	81	2	2
Professional Employee Association	56	9	46	168	5	5
CUPE 917	0	0	0	0	0	0
Exempt Support Staff	0	0	0	0	0	0
Totals	**71**	**14**	**64**	**249**	**7**	**7**

Employee Unit	Designated Group Applicants for Limited Hires				Total Limited Hire Searches	Successful Limited Hire Searches
	Aboriginal	Person with Disability	Visible Minority	Woman		
CUPE 951	0	0	0	0	0	0
Professional Employee Association	33	2	7	31	2	2
CUPE 917	0	0	0	0	0	0
Exempt Support Staff	0	0	0	0	0	0
Totals	**33**	**2**	**7**	**31**	**2**	**2**

NOTE: Targeted Equity Hires include 3 equity hiring processes - Equity Planning, Preferential and Limited and success is determined if an applicant self-declared as a member of the targeted designated group was hired.

Report Prepared December 15, 2010.

Appendix 5

University | Equity &
of Victoria | Human Rights

2009	TOTAL		917	951	4163	Exempt	FAC	ME	PEA
Accommodation summary									
Temporary accommodations	15		6	4			2		3
Permanent accommodation (initiated in 2008)	19		3	5	2		8		1
Permanent accommodations (prev years)	10		2	5	2				1
Accommodations monitoring need or in progress	25		7	9			5		4
Totals Accommodations	**69**		**18**	**23**			**15**		**9**
Accommodation type									
Duties	6		4	2					
Hours	6		4	2					
Equipment	20		2	5			9	1	1
Assistance	2			2					
Return to work summary									
Still off	55		18	20			7		13
Return with no accommodation	39		20	8			2		9
Left university (eg. retired, resigned) or moved to alternate position	6		4	1					1
Total case load	**169**		**60**	**52**			**24**		**32**

Note: For privacy reasons some columns contain "less than 5" as a total and as a result, there are small descrepencies when adding columns and rows.

EDUCATIONAL EQUITY ADVISORY GROUP MEMBERSHIP

Chair
Appointed by the President

Equity and Human Rights Office
Provides support for the group

Group representation
Deans Council
Faculty Association
Professional Employees Association
CUPE 4163 (Sessionals and TAs)
Academic Women's Caucus
Indigenous Staff and Faculty
Positive Space Network

Student representation
UVic Student Society (representation from advocacy groups)
Graduate Student Society
Residence representatives

Office representation
Equity & Human Rights
Equity and Diversity Adviser to the Provost
University Secretary
AVP, Student Affairs
Registrar
Student Awards & Financial Aid
Associate Vice-President Academic Planning
Ombudsperson
Campus Security Services
Resource Centre for Students with a Disability
Residence Life
International & Exchange Student Services Office
Indigenous Counsellor
Indigenous Student Advisor
Chaplaincy
Advising Centre
Counselling Services
Accessibility Coordinator
Learning & Teaching Centre
Family Centre
Library
Student Recruiting
Indigenous Affairs

EMPLOYMENT EQUITY ADVISORY GROUP MEMBERSHIP

Chair
Appointed by the President

Equity and Human Rights Office
Provides support for the group

Group representation
CUPE 917
CUPE 951
CUPE 4163 (Sessionals & TAs)
Exempt Staff
Faculty Association
Faculty Women's Caucus
Minority and Indigenous Women's Instructors Network
Librarians
Professional Employees Association
Women's Network
Deans
Positive Space Network
Indigenous Staff Recruitment and Retention Committee
Indigenous Staff and Faculty
Faculty Disability Caucus
Administrative Heads (Directors/Executive Directors)
UVSS (as a representative of student employees/employers on campus)

Membership includes
Director of Equity and Human Rights
Equity and Diversity Adviser to the Provost
Equity Advisor
Associate VP Human Resources
Director of Indigenous Affairs
Human Resources Employment Services
Representatives from Aboriginal Peoples, persons with disabilities, visible minorities

PROVOST'S DIVERSITY AND EQUITY COMMITTEE MEMBERSHIP

Faculty representatives

Humanities

Law

Librarians

Education

Human Social Development

Social Science

Continuing Studies

Engineering

Departmental representatives

Political Science

Sociology

Curriculum and Instruction

History

Anthropology

Child & Youth Care

Mechanical Engineering

Geography

Environmental Studies

Pacific & Asian Studies

Psychology

Greek & Roman Studies

Learning and Teaching Center

Computer Science

Economics

Hispanic & Italian Studies

Exercise Science, Physical & Health Education

Caucus representatives

Academic Women's Caucus

Faculty Disability Caucus

Minority and Indigenous Women Instructors' Network

Appendix 7

Workforce Analysis – Comparison Summary Report

REPRESENTATION OF WOMEN
in Employment Equity Occupational Groups, September 2010

TABLE 3a

Employment Equity Occupational Group	Women				
	Representation		Availability		Gap
	2010-12-20	2010-12-20	2010-12-20	2010-12-20	2010-12-20
	#	%	#	%	#
01: Senior Managers	8	36.4 %	5	24.2 %	3
02: Middle and Other Managers	116	41.4 %	109	39.1 %	7
03: Professionals	799	52.2 %	696	45.5 %	103
04: Semi-Professionals and Technicians	387	59.5 %	372	57.2 %	15
05: Supervisors	57	83.8 %	38	55.6 %	19
06: Supervisors: Crafts and Trades	0	0 %	1	11.7 %	-1
07: Administrative and Senior Clerical Personnel	365	92.4 %	324	82 %	41
08: Skilled Sales and Service Personnel	25	58.1 %	20	45.5 %	5
09: Skilled Crafts and Trades Workers	1	1.4 %	3	4 %	-2
10: Clerical Personnel	438	78.6 %	422	75.7 %	16
11: Intermediate Sales and Service Personnel	13	52 %	16	64 %	-3
12: Semi-Skilled Manual Workers	2	9.1 %	3	13.5 %	-1
13: Other Sales and Service Personnel	327	55.5 %	326	55.3 %	1
14: Other Manual Workers	12	33.3 %	6	16.3 %	6
TOTAL	2550	59.3 %	2341	54.5 %	209

Total may not equal sum of components due to rounding.
Source: 2006 Census of Canada and Employer's Internal Data

Workforce Analysis – Comparison Summary Report

REPRESENTATION OF ABORIGINAL PEOPLES
in Employment Equity Occupational Groups, September 2010

TABLE 4a

Employment Equity Occupational Group	Aboriginal Peoples				
	Representation		Availability		Gap
	2010-12-20	2010-12-20	2010-12-20	2010-12-20	2010-12-20
	#	%	#	%	#
01: Senior Managers	0	0.0 %	1	2.4 %	-1
02: Middle and Other Managers	2	0.7 %	5	1.9 %	13
03: Professionals	34	2.2 %	21	1.4 %	13
04: Semi-Professionals and Technicians	4	0.6 %	18	2.8 %	-14
05: Supervisors	0	0.0 %	3	4.1 %	-3
06: Supervisors: Crafts and Trades	0	0.0 %	0	3.1 %	0
07: Administrative and Senior Clerical Personnel	11	2.8 %	8	2.0 %	3
08: Skilled Sales and Service Personnel	3	7.0 %	3	6.0 %	0
09: Skilled Crafts and Trades Workers	2	2.9 %	3	3.6 %	-1
10: Clerical Personnel	8	1.4 %	16	2.9 %	-8
11: Intermediate Sales and Service Personnel	0	0.0 %	1	3.5 %	-1
12: Semi-Skilled Manual Workers	0	0.0 %	1	4.9 %	-1
13: Other Sales and Service Personnel	6	1.0 %	27	4.5 %	-21
14: Other Manual Workers	0	0.0 %	2	6.2 %	-2
TOTAL	70	1.6	109	2.5 %	-39

Total may not equal sum of components due to rounding.
Source: 2006 Census of Canada and Employer's Internal Data

Workforce Analysis – Comparison Summary Report

REPRESENTATION OF VISIBLE MINORITIES
in Employment Equity Occupational Groups, September 2010

TABLE 5a

Employment Equity Occupational Group	Visible Minorities				
	Representation		Availability		Gap
	2010-12-20	2010-12-20	2010-12-20	2010-12-20	2010-12-20
	#	%	#	%	#
01: Senior Managers	0	0.0 %	2	8.7 %	-2
02: Middle and Other Managers	18	6.4 %	39	14 %	-21
03: Professionals	131	8.6 %	269	17.6 %	-138
04: Semi-Professionals and Technicians	33	5.1 %	224	34.5 %	-191
05: Supervisors	4	5.9 %	8	11.9 %	-4
06: Supervisors: Crafts and Trades	0	0.0 %	1	11.8 %	-1
07: Administrative and Senior Clerical Personnel	31	7.8 %	27	6.8 %	4
08: Skilled Sales and Service Personnel	1	2.3 %	15	35.3 %	-14
09: Skilled Crafts and Trades Workers	0	0.0 %	9	12.7 %	-9
10: Clerical Personnel	22	3.9 %	49	8.8 %	-27
11: Intermediate Sales and Service Personnel	0	0.0 %	3	10.9 %	-3
12: Semi-Skilled Manual Workers	0	0.0 %	2	10 %	-2
13: Other Sales and Service Personnel	41	7.0 %	96	16.3 %	-55
14: Other Manual Workers	1	2.8 %	3	7.5 %	-2
TOTAL	282	6.6 %	747	17.4 %	-465

Total may not equal sum of components due to rounding.
Source: 2006 Census of Canada and Employer's Internal Data

Workforce Analysis – Comparison Summary Report

REPRESENTATION OF PERSONS WITH DISABILITIES
in Employment Equity Occupational Groups, September 2010

TABLE 6a

Employment Equity Occupational Group	Persons with Disabilities				
	Representation		Availability		Gap
	2010-12-20	2010-12-20	2010-12-20	2010-12-20	2010-12-20
	#	%	#	%	#
01/02: Senior/Middle Managers	10	3.3 %	10	3.2 %	0
03: Professionals	54	3.5 %	69	4.5 %	-15
04: Semi-Professionals and Technicians	16	2.5 %	31	4.8 %	-15
05: Supervisors	3	4.4 %	6	9.5 %	-3
06: Supervisors: Crafts and Trades	1	11.1 %	0	4.6 %	1
07: Administrative and Senior Clerical Personnel	24	6.1 %	10	2.6 %	14
08: Skilled Sales and Service Personnel	1	2.3 %	2	5.6 %	-1
09: Skilled Crafts and Trades Workers	0	0.0 %	4	5.3 %	-4
10: Clerical Personnel	16	2.9 %	2.5	4.4 %	-9
11: Intermediate Sales and Service Personnel	0	0.0 %	1	5.3 %	-1
12: Semi-Skilled Manual Workers	1	4.5 %	1	5.5 %	0
13: Other Sales and Service Personnel	14	2.4 %	38	6.5 %	-24
14: Other Manual Workers	3	8.3 %	2	5.2 %	1
TOTAL	143	3.3 %	199	4.7 %	-56

Total may not equal sum of components due to rounding.
Source: 2006 Census of Canada and Employer's Internal Data