

**Submission by the University of Victoria
to the BC Human Rights Tribunal
under Section 42 of the BC Human Rights Code**

The University of Victoria seeks renewed approval of its employment equity program, including the Guidelines on Preferential or Limited Hiring. To that end, the following report addresses the criteria established by the BC Human Rights Tribunal Special Programs Policy and describes the activities, initiatives and goals of the university's equity program.

University of Victoria
Equity and Human Rights
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1. INTRODUCTION

Overview

This submission is the University of Victoria’s updated renewal application for its employment equity program, including the Guidelines on Preferential or Limited Hiring. The submission is organized according to and addresses each of the British Columbia Human Rights Tribunal’s (BCHRT) requirements for renewal of an employment equity program under the four broad headings: Adequate Preparation, Objective Assessment, Appropriate Program Design and Effective Implementation, Monitoring and Evaluation. What follows first is a brief introduction and overview of the University.

Profile of the Organization

The University of Victoria (UVic) is a comprehensive university employing 5,708 people (as of May 2015) and enrolling 21,209 students in 2014/15. Almost 100% of the UVic workforce is employed in Victoria, BC.

“The University of Victoria offers innovative programs for more than 20,000 students. Dynamic, hands-on learning, research that makes a vital impact, and discovery and innovation in Canada’s most extraordinary academic environment provide an Edge that can’t be found anywhere else.”

“In early 2013, UVic was ranked number 20 globally and first in Canada among universities less than 50 years old by Times Higher Education (THE). It also ranks in THE’s elite global list of the top 200 universities, which includes approximately one per cent of the world’s best institutions.”

“The University of Victoria’s renewed strategic plan, [A Vision for the Future: Building on Excellence](#), reinforces the vision and mission of the university and sets long-term goals for the future. The renewed plan builds on the success of the original Vision for the Future (2002).

From About UVic on University of Victoria website

Governance

The University of Victoria operates under the authority of the [University Act](#) and is governed by a Board of Governors and a Senate.

The [Board of Governors](#) is responsible for the management, administration and control of the property, revenue, business and affairs of the university. The [Senate](#) is responsible for the academic governance of the university. This includes matters related to libraries, faculties, departments, courses of instruction, awards, exhibitions, admissions, student appeals, and the granting of degrees (including honorary degrees, diplomas and certificates).

From Governance and administration on University of Victoria website

Facts and Figures

As of March 31, 2015, The University of Victoria has been named as one of Canada's top diversity employers for four years in a row.

The 2014 Times Higher Education (THE) World University Rankings place UVic on its elite Top 200 list, among the top one per cent of universities around the world. Ranked at #173 globally, UVic has been the top-ranked university in Canada without a medical school since 2010. In early 2013, THE also ranked UVic number 20 globally and first in Canada among universities less than 50 years old.

From Facts and Figures on University of Victoria website

The University of Victoria has 10 different faculties (Business, Education, Engineering, Fine Arts, Graduate Studies, Human and Social Development, Humanities, Law, Science, Social Sciences) and two divisions (Continuing Studies and Medical Sciences).

UVic employees belong to either the Professional Employees Association (PEA), a CUPE local (office, technical and childcare workers to 951; maintenance and food service workers to 917; instructors and teaching assistants to one of three 4163 components), the Faculty Association, or are classified as exempt support staff, management exempt or executive.

Strategic Direction

UVic renewed its strategic plan in 2012 after an extensive consultation process. Consultation included distribution of a report on the implementation of the previous plan, a discussion document setting out significant changes in the internal and external environment, about 70 in person consultations conducted by members of the Priorities and Planning Committee and provision for individual input through email and a wiki-site.

Feedback obtained throughout the consultation process affirmed the University of Victoria's vision, mission and fundamental goals which continue to emphasize exceptional people (including faculty and staff) as the foundation of excellence along with three core values (intellectual and ethical integrity, freedom of speech and freedom of inquiry, and equal rights and dignity of all persons). The current and previous plans contain four key goals, the first of which addresses people: *"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 first objective associated with that goal is *"to be a diverse, welcoming learning community, with a demonstrated commitment to equity and fairness"*. Key strategies for achieving this objective include enhancing a welcoming and supportive sense of community, attention to equity and diversity issues including recruitment and retention of faculty and staff, assessing fairness and equity and actively promoting practices of inclusion, respect, wellness, accessibility, safety and accommodation. Equity (both employment and educational) is woven into virtually all that UVic does.

A motion was passed at the January 6, 2012 University of Victoria Senate meeting *"That Senate recommend to the Board of Governors that it approve the renewed University of Victoria Strategic Plan, 2012"* and the

Board passed the renewed strategic plan later that month. The new plan “*A Vision for the Future – Building on Excellence*” was released in its final form in 2012. The 2012 Strategic Plan recognizes the challenges posed by the rapidly changing external environment and current economic climate, and seeks to maintain the University of Victoria’s momentum and focus on excellence within that context. The plan anticipates a period of consolidation in size after almost 20 years of considerable growth.

On 27 June 2013, the university issued its Institutional Accountability Plan and Report for 2013-2014 ([Appendix 7](#)). In June 2015, the University approved the 2015-2020 Employment Equity Plan (EEP), described in section 3(b) below. To oversee and facilitate implementation, the University also formed the EEP Implementation Steering Committee in June 2015.

2. ADEQUATE PREPARATION

a) FORMAL POLICY

The University of Victoria has an [Employment Equity Policy](#) ([Appendix 2](#)). It was first passed in 2002 and was updated in September 2011. This policy provides the framework for the employment equity plan, defining key terms, laying out general principles and addressing implementation and accountability.

In 2005 the Board of Governors approved an over-arching [Policy on Human Rights, Equity and Fairness \(GV0200\)](#) ([Appendix 3](#)), which attempts to integrate various university policies that deal with different aspects of equity, human rights and fairness. The university has a number of these policies, including: Equity Policy for Female Faculty Members, Discrimination and Harassment Policy and Procedures, Guidelines on Preferential or Limited Hiring, Academic Accommodation and Access for Students with Disabilities, Policy on Employment Accommodation, Accommodation for Students on Days for Religious Observance, Policy on Violence and Threatening Behaviour and Policy on Prevention of Violence in the Workplace.

The [Discrimination and Harassment Policy and Discrimination and Harassment Complaint Procedures \(GV0205\)](#) ([Appendix 4](#)) were revised in 2008 after extensive consultation. One of the most significant changes is the provision for the university to take proactive measures to address a hostile environment or persistent harassment in the absence of a willing complainant. In June 2015, sections were added to the policy to bring it into compliance with WorkSafeBC policy. Also in 2015, the policy will undergo another full review as per the university policy review schedule.

In 2012, the 2003 Employment Equity Plan ([Appendix 5](#)) was scheduled for review and renewal, which was to take place after the completion of an employment systems review. An employment systems review took place between February and August of 2013 and a final report was issued in October 2013 ([Appendix 6](#)). The Employment Equity Plan 2015-2020 was developed thereafter. The University Equity and Human Rights Office took the leadership role in the employment equity plan consultation and renewal process, with ongoing guidance and advice from the broadly-represented Employment Equity Advisory Group and many others. The 2015-2020 plan received Presidential approval in June 2015. Extensive consultations took place during both the employment systems review and the development stages of the plan.

The 2015-2020 Employment Equity Plan (Appendix 1) has three broad equity goals. The goals are:

1. to promote and implement employment practices which advance equity and access for all;
2. to ensure the principles of fairness and equity are incorporated into all aspects of employment, including recruitment and hiring, training and promotion, retention and accommodation in the workforce; and
3. to improve the participation of members of designated groups in all jobs and at all levels where they are under-represented, and achieve and retain a workforce representative of the appropriate community.

Awareness on campus of all the above-mentioned policies is fairly high. For example, new employees are introduced to the employment equity policy when they complete the self-identification survey and again at new employee orientation. Applicants encounter an equity statement at many points during the process. As stated earlier, equity is woven into almost all we do at UVic and employees encounter the equity policy and plan in discussions of our strategic plan, performance planning, the UVic competencies, etc.

b) SENIOR OFFICIAL

At the time of our last renewal (2007) Linda Sproule-Jones was the Director of Equity and she remained in the position until her retirement in 2008. Effective July 2008, the Director of Human Rights (Cindy Player) became the Director of Equity and Human Rights. Cindy Player has remained as the Director of Equity and Human Rights until the present and is the senior official with the responsibility of overseeing the implementation of employment equity. The position Director, Equity and Human Rights has a dual reporting line, to the University President on policy issues and to the University Secretary on budget and operations. Effective June 2015, Kylie Buday became the Manager, Equity and Human Rights. The Manager position is a newly created position in the office. The Manger reports to and supports the Director. Overall responsibility for equity rests with the senior executive.

In areas related to equity and human rights, the Director is responsible for policy development, planning, advising senior management, investigation of formal complaints and ensuring overall university compliance with legislation and university policies. The Director oversees and participates in educational programming, the resolution of informal complaints and consultation with diverse communities. Among other duties, the Manager is responsible for reporting on equity progress and implementation of the Employment Equity Plan 2015-2020.

The Director and Manager both work in partnership with key groups and individuals to realize strategic plan goals related to equity, human rights, diversity and fairness. Collaboration with senior administrators is required to ensure principles of equity and human rights are incorporated into all university activities.

The Director in particular works closely with the Adviser to the Vice-President Academic and Provost on Equity and Diversity, the Associate Vice-President Human Resources and Associate Vice-President Faculty Relations and Academic Administration.

Some of the specific activities related to the equity portfolio that fall to either the Director or Manger, or to both, are to:

- comply with mandatory external reporting requirements and report internally on progress in achieving equity goals, to encourage progress and inform the UVic community
- advise the President on matters of equity and human rights
- liaise with key individuals, groups and offices to promote equity
- ensure programming on equity is coordinated, comprehensive in content and audience (students, staff, managers, faculty) and responsive to issues identified by UVic's diverse communities making sure all UVic community members receive a consistent message
- support the University Human Rights Committee and act as Vice-Chair of the Employment Equity Advisory Group (prepare and facilitate annual orientations, recruit new members ensuring representation of designated group members and all bargaining units, prepare meeting agendas, prepare for annual meeting with senior administration and draft follow-up memo, etc.)
- participate on and present on employment equity to key committees (President's Advisory Council, Executive Council, etc.)
- maintain two-way communication with UVic's diverse communities to learn about issues and inform and consult on university response
- ensure that mechanisms for dealing with equity issues are consistent and integrated across campus
- ensure the university is aligned with the Federal Contractors Program by providing support for the development of equity plans, supporting the establishment of equity goals, consulting with employee groups, associations and other groups and monitoring and providing feedback to the university on progress
- lead the development and implementation of university equity and fairness policies and plans in consultation with management, faculty, staff and student advisory groups to guarantee progress on equity goals and reinforce equity as a shared responsibility
- secure university qualification for preferential hire program by providing necessary reports to the BCHRT
- ensure appropriate administrative systems, tools and programs are in place in order to provide equity and human rights reporting and data
- further the integration of equity planning and reporting into existing and ongoing planning and reporting mechanisms of the university, entrenching equity as a routine consideration in all university activity
- lead the development and implementation of management and leadership education programs to: a) address institutional responsibility for creating welcoming, inclusive environments; b) inform on discrimination and harassment policies and equity selection processes; and c) promote understanding and respect for equity issues, human rights and fairness
- oversee and remain responsible for the development, review and renewal of human rights and equity policies and plans for the university (for example: Equity Policy, Discrimination and Harassment Policy, Policy on Human Rights, Equity and Fairness) to make sure that university policies conform to federal and provincial codes and legislation and UVic's strategic goals
- provide input to the review of all university policies through an "equity lens" furthering equity as a consideration in all university activities.

c) CONSULTATION AND COLLABORATION

Consultation and collaboration (in particular with union and employee representatives) is achieved through a number of avenues at the University of Victoria.

Employment Equity Advisory Group

One of the main ways that UVic consults with employee representatives on a regular basis is through the University Human Rights Committee (UHRC), primarily through the Employment Equity Advisory Group (EMAG). The UHRC is made up of EMAG and the Educational Equity Advisory Group (EDAG). The mandate (Appendix 8) states, EMAG is an important part of the consultative and participative human rights and equity process and the membership is diverse, bringing the perspectives of a wide variety of individuals and groups to the discussion of employment equity issues. The UHRC is an advisory committee to the President on equity and human rights and spends much time discussing the implementation of employment equity, how best to communicate with employees and was fully involved in the preparation, implementation and revision of the employment equity plan.

The Employment Equity Advisory Group meets approximately every month to six weeks. The UHRC meets two or three times a year. All bargaining units, employee associations and other groups of employees that fall outside them are represented on EMAG. Care is taken to ensure designated group members are represented on the advisory group. The membership is included in the mandate. Employee and union representatives are very involved in discussions concerning revisions to the employment equity plan, how it is implemented and the monitoring of results both through EMAG and independently.

The Employment Equity Advisory Group's agendas cover a range of topics all connected to employment equity. Every agenda lists the faith observances (days of no work and no school) for a range of faiths for that period of time and provides some information about each of the days. The committee members decided to do this several years ago as a way to educate themselves. The meetings invite the views of all present and also encourage members to consult with their constituency groups on issues such as childcare, UVic's representation of members of visible minorities, specific university policies, best employment equity practices, strategic plans, and possible barriers faced by designated group members seeking employment or working at UVic. Time is spent ensuring that everyone has the opportunity and feels welcome to speak.

Given that the UHRC is an advisory group to the President, it generally meets twice each year with the President and other members of senior executive. Annual reports of UHRC activities (Appendix 9) in 2007 and 2008 are available. Since that time, discussions at the advisory groups' meetings culminate each year in a spring meeting with the President which is followed up with a written memo containing recommendations. These written memos serve as a summary of the issues of concern during that year and can be found in Appendix 10. Both EMAG and EDAG review successive drafts of these memos and are encouraged to consult with their constituencies on the issues raised and addressed. Prominent issues in these memos are the experiences of Indigenous staff, the under-representation of visible minority employees, childcare, eldercare and mental health issues. Disability and accommodation issues have been on the agenda for the meeting with the President almost every year. Progress is noted and recommendations for further action advanced. Customarily, the President responds to these memos in person at the first meeting of the UHRC at the beginning of the next term.

VPAC Diversity and Equity Steering Committee

This committee is chaired by the Adviser to the Provost on Equity and Diversity and brings together representatives from equity committees in academic departments. Issues of employment and educational equity are discussed. Representatives from the Academic Women's Caucus, Minority and Indigenous Women Instructors, Faculty Association Disability Committee, Faculty Disability Caucus and other groups also attend. Members are encouraged to share their own views on employment equity in the academic context, and also to consult and share information with their particular department or constituency.

Joint Committee on Return to Work & Accommodations

This committee was established by the university as a mechanism for communication between management, the unions and Human Resources. The committee is chaired by the Adviser to the Provost on Equity and Diversity and the mandate includes:

- consult extensively and make recommendations to the university regarding the development and maintenance of a fair and equitable process which enables employees with disabilities to maintain their employment at the university
- develop and recommend appropriate communication and education strategies to build understanding and support for accommodation principles and procedures
- ensure compatibility of the process with any collective agreements

The committee functions to ensure the collaboration necessary to achieve mutually beneficial accommodation arrangements is operative between the organization and the various bargaining units. The committee has developed a package consisting of guidelines for accommodating employees with a disability, collective agreement citations, roles and responsibilities for each party in the process and a step by step outline of the process.

Director of Equity and Human Rights, Annual Meetings with Constituency Groups and Individuals

The EQHR Director has a lengthy list of groups and individuals (including all the bargaining units and employee representatives) with whom to consult with on at least an annual basis.

The Director meets frequently with union presidents, shop stewards and other bargaining unit members when issues of mutual interest arise. The initiation of these meetings occurs from both EQHR and the bargaining units. This is sometimes in connection with human rights complaints which often have equity implications. It may also have to do with specific equity issues such as accommodation. These meetings often yield feedback on the implementation and possible changes to the equity plan. Several representatives from various employee groups sit on the Mental Health Task Force which the EQHR Director chairs.

Mental Health Task Force

This task force brings together staff, students and faculty to coordinate and initiate activities to promote mental health and to support people in our community living with mental illness and those who deliver mental health services. There are designated group members and representatives from bargaining units who are participants in the task force. The work of the Mental Health Task Force assists in the creation of “environments for work and study that are safe, supportive, inclusive and healthy” and “foster mutual respect and civility”. The Mental Health Task Force is an example of the recognition “that people are our primary strength”.

All of the above are ways that the university currently consults and collaborates with employee representatives and bargaining units in a consistent ongoing fashion. Discussions include the implementation of employment equity, monitoring progress, methods of communicating with employees and the implementation and revision of the employment equity plan.

Samples of Specific Consultations and Collaborations with Employee Representatives since 2007

2007

- EQHR participated in the CUPE sponsored event INCLUDE ME – Celebrating Cultural Diversity in Our Community
- EQHR met individually with Human Resources and leaders from all bargaining units to discuss attempting to reconcile policy with language in collective agreements
- director held a meeting with CUPE 4163, CUPE 917, CUPE 951, PEA and Human Resources to seek feedback about policy ([Appendix 11](#))
- status of action on recommendations from Federal Contractors Program (FCP) Compliance Review Report 2004 discussed at EMAG meeting

2008

- EQHR and CUPE continued co-sponsorship of audio conferences on a range of equity and human rights topics including Accommodating Mental Illness and Workplace Stress: Dealing with Invisible Disabilities, these were attended by union stewards and members, EMAG members, Mental Health Task Force members, Human Resources and others
- three UVic CUPE locals, Royal Roads University and EQHR partnered to present a three day conference at UVic “Creating Respectful Workplaces”. CUPE said, “The partnership with UVic’s Equity and Human Rights office raised UVic’s profile in such a positive light at the conference and in the media that covered the conference and we thank Cindy Player and Moussa Magassa for the important work that they do to support all staff at UVic. PEA members, Faculty and community members who attended the evening sessions were particularly appreciative of being included and several employers who attended with their CUPE locals praised UVic and CUPE for the joint work being done to make all workplaces healthier and safer.”

2009

- consultation began on a review of a group of policies connected to equity and human rights (see memo to EMAG and EDAG) dated February 10, 2009. (Appendix 12) After consultation with employee representatives and groups representing designated group members a decision was made to delay this review until after bargaining had concluded and a new strategic plan was in place

2010

- began talks with Human Resources and bargaining units about reconciling language on equity and human rights in policies and collective agreements

2011

- EQHR worked with Human Resources on proposals to bring to bargaining and participated in bargaining with PEA and CUPE locals to discuss equity and human rights and the intersection between policy and collective agreements
- both EMAG and the presidents of all the bargaining units were consulted on updating the Employment Equity Policy (Appendix 13)
- the University of Victoria and CUPE 951 agreed to an expedited arbitration to clear up a backlog of accommodation cases (this was provided for in a February 25, 2011 Letter of Agreement establishing an expedited dispute resolution process to resolve differences related to cases involving return to work and accommodation)

2012

- consultants conducting the employment systems review consulted with representatives of CUPE 951, CUPE 917, PEA and EMAG, Executive, employees from designated groups and many others
- in addition, consultation took place with deans, the ESR Steering Group, Provost's Diversity and Equity Steering Committee, Faculty Association Disability Committee, Student Affairs Executive Council, Academic Women's Caucus, and Faculty Association Equity Committee

2013

- consultations with the following groups took place in autumn of 2013 following the employment systems review and in preparation for revisions to the Employment Equity Plan: Academic Women's Caucus, CUPE 951, Deans' Council, EMAG and EDAG, Executive Council, Faculty Association Disability Committee, Faculty Association Equity Committee, PEA, President's Advisory Committee and Provost's Diversity and Steering Committee

2014

- ongoing consultations took place with the following groups during January and February 2014 following the employment systems review and in preparation for revisions to the Employment Equity Plan: Academic Women's Caucus, CUPE 951, Deans' Council, EMAG and EDAG, Executive Council, Faculty Association Disability Committee, Faculty Association Equity Committee, PEA, President's Advisory Committee and Provost's Diversity and Steering Committee
- Consultation with CUPE 951 during 2013 and 2014 included a session on return to work and accommodation

Consultations with Organizations Representing Designated Groups

UVic also consults with organizations representing, and members of, the four designated groups (women, Aboriginal Peoples, members of visible minorities, people with disabilities) and others who experience marginalization in the workplace.

Both EMAG and EDAG ensure that there are groups and individuals from all four designated groups included in their membership.

The VPAC Diversity and Equity Steering Committee also has representation from the Academic Women's Caucus, the Indigenous Faculty Caucus, the Faculty Disability Caucus and the Minority and Indigenous Women's Instructors' Network (MIWIN). There are also several members of the Mental Health Task Force on the committee.

The Director Equity and Human Rights meets often with organizations and individuals who are seeking equity. Again these meetings are initiated by both EQHR and the equity seeking groups or individuals and could concern a complaint or issue that is occurring. In spring 2011 the EQHR Director and the Diversity Adviser organized focus groups with staff and faculty who are members of a visible minority to learn more about their experiences working at UVic. Also in 2011, EQHR was in communication with the Faculty Disability Caucus about issues of concern.

In 2013, during the employment systems review (ESR), consultations took place with EMAG, MIWIN, Immigrant Employee Support Network, individuals who voluntarily participated in consultation on campus and who self-identify as Visible Minorities and Persons with Disabilities, and Indigenous Advisory Council.

Focused consultation on revising the employment equity plan began once the ESR was completed (October 2013). In addition to meeting with the above-mentioned groups representing employees, in autumn 2013 and during January and February 2014, EQHR met with the Immigrant Employee Support Network (IESN) and MIWIN.

d) COMMUNICATIONS

The University of Victoria communicates with employees about employment equity in a multitude of ways. The institutional commitment, purpose of employment equity, measures taken, those being considered and progress made in goals are communicated through the EQHR website, presentations throughout campus, annual reports to the BC Human Rights Tribunal, presentations to new employees, our strategic plan, the Employment Equity Advisory Group and the Diversity and Equity Steering Committee. The communication is generally two-way so there is considerable overlap with consultation. What follows is a list of examples of the ways UVic communicates with employees. Examples are provided for each year since our last renewal application and a list of annual activities is at the end. Many samples of communication documents are referred to and are provided in the appendices.

2007

- UVic's 9th Women's Conference (EQHR participated on the Steering Committee and chaired Publicity Committee) (attended by over 325 UVic women)
- coordinated UVic attendance at HRSDC sponsored workshop "Racism-Free Workplace Strategy"
- EQHR sponsored and spoke at opening panel "From Advocacy to Action" of Engaging Disability Institute
- memo to all departments inviting participation in Engaging Disability
- discussion with vice-presidents on how best to integrate equity planning into ongoing academic and service planning

- work was done with members of Human Resources to update the recruitment handbook and to develop an information sheet about the use of the preferential and limited hiring guidelines in staff hiring
- UVic's on-line job application process, uHire, was implemented in May 2007 along with a voluntary self-identification form inviting applicants to declare their designated group status (separate from workforce survey)
- wide distribution of Equity Summary 2007 and a summary of EQHR Annual Report (Appendix 14)

2008

- EQHR became aware of an escalation of fear and isolation among campus members of the Muslim community following an article against Muslims published in student newspaper, *The Martlet*, that gave rise to further racist commentary and hate messages; EQHR arranged a meeting with a number of offices on campus and members of the Muslim (staff, students and faculty) community to explore ways to continue the respect, trust and productive dialogues that have characterized the environment at UVic. This led to a series of public presentations sponsored by the multi-faith chaplains about major questions with respect to religion presented from a wide range of faiths.
- EQHR co-sponsored Deaf Awareness Week including presentations, sign language classes and a Phoenix Theatre play that included sign language interpretation
- Report on Progress University Hiring Goals (2003–2008) completed and distributed (Appendix 15)
- presentation on hiring goals to President's Advisory Council (co-presented with Human Resources and Diversity Adviser)

2009

- the Equity and Human Rights Office began working with contacts in each of UVic's vice-presidents' portfolios to identify the best way to prioritize equity goals. The process of setting hiring goals in each unit will be facilitated by the Equity and Human Rights Office's provision of consistent employment equity data reports.
- developed the In/Exclusion Survey (Appendix 16) which can be tailored to different needs and used in many ways, one being the collection of anonymous information on people's experience in the workplace
- VPAC put on a workshop on accommodation issues for deans, chairs and directors
- after extensive consultation with employees who do not celebrate Christmas a statement was put on the EQHR web page about inclusive celebrations; it was picked up by at least one other unit on campus and posted on their website; also a poster list of other holidays celebrated in December was distributed (Appendix 17)
- Out of the Shadows and into the Sunshine, an outdoor information fair on mental health that was well attended by university employees (Appendix 18)
- presentation on hiring goals to President's Advisory Committee
- new combined Equity and Human Rights website launched, Link: <http://web.uvic.ca/eqhr/>
- new "inclusion" logo, new brochure, etc. developed as result of EQHR communication plan (Appendix 19)

2010

- Human Library Event (Appendix 20)
- Out of the Shadows and into the Sunshine (Appendix 21)
- multi-faith chaplains offer 11 chaplains from various faith traditions to talk to groups and offer religious and spiritual resources
- Living Inclusion (Appendix 22) and Creating a Welcoming and Sustainable Campus Community for International Day for the Elimination of Racial Discrimination
- launch of [Positive Space Network](#) (Appendix 23) to support gender and sexual identity on campus
- began meetings to discuss methods of raising response rate to workforce survey
- EQHR and Diversity Adviser presented to Integrated Planning Committee on integration of equity planning and reporting

2011

- preamble to new employee equity survey questionnaire was revised
- re-surveyed active employees who had never completed workforce survey; all received an email from the president, information about re-survey, purpose of employment equity, etc.; communicated by brief piece in campus newspaper, a poster sent to all departments and an informative email sent to deans, chairs, directors and Presidents Advisory Council (Appendix 24); in addition educational sessions were held in several units
- EQHR presented updates on employment equity to both Executive Council and Presidents Advisory Council (Appendix 25)
- EQHR presented to appointment committee for VP Research and Search Committee for VP External on fair and equitable selection
- EQHR made two presentations to Facilities Management on fair and equitable hiring practices (Appendix 26)
- EQHR facilitated a series of workshops repeated four times each for all employees in Janitorial on missions and values, interpersonal communication and conflict resolution followed by similar workshops for management and supervisors
- Connect U: Uvic's first all-staff conference was held on June 1st and 2nd to provide all staff with opportunity to connect with and learn from each other's experiences.

2012

- Café Scientifique: Pathways between Home and Institutional Care: exploring care transitions for older loved ones
- UVic Mentorship Program: This program is designed to promote professional and personal development by establishing relationships between two staff members that provides informal guidance, coaching, knowledge-sharing and enhanced understanding of the University of Victoria environment.
- How do our differences connect us? – Event hosted by the Equity, Diversity and Belonging Committee, Faculty of Education using an applied theatre process to explore the values, skills and opportunities of co-creating a society rich in diversity.
- International Conference on Innovations in learning and Technology: Asia-Pacific Perspectives
- Trickster's Children: Jewish Anthropologists and Their Non-Jewish Subjects
- A Trade Bead Methodology for Teaching and Learning: discussion, head and heart work around the topics of relationships, social justice and Indigenous pedagogy and methodology for learning and teaching practices
- Truth and Reconciliation Commission of Canada: regional event in Victoria
- Human Library Event – theme: visible and invisible diversity in our community
- IdeaFest: events, activities, open houses and topical debates across UVic faculties
- Screening of *TRANS*: a fundraiser to benefit The Transgender Archives at UVic

2013

- Screening of *Keepers of the Fire* in celebration of Indigenous women's resistance
- Screening of *Melting Away* in honour of Transgender Day of Remembrance
- staged reading of "8" – in support of same-sex marriage
- *What I LOVE about being QUEER* – film screening and book reading
- Building an Innovative Nation: the role of universities in strengthening Canada's future
- #IdleNoMore: Where do we go from here?: Teach-in and Public forum to provide opportunity for UVic community to learn, share and discuss the growing, global Indigenous Peoples' movement and how it affects and involves all Canadians
- Connect U 2013 – professional development conference for UVic staff
- International Development Week – celebration highlighting the work of Canada's development community
- *A Sorry State* – film screening and panel discussion

- Let's Talk Mental Health – a series of round table conversations aimed at reducing the stigma of mental health ([Appendix 27](#))
- Provost's Diversity Research Forum – Critical Conversations: Rethinking Realities
- Fast-A-Thon day event: A day of fasting for non-Muslim, as a way to create awareness about Islam and the meaning of Ramadan for Muslims
- Intercultural competency for public administrators (workshop)
- Personal Harassment workshop (Skills training workshop for managers and supervisors)
- Sorry State – A Film Screening (dir. Mitchel Miyagawa): About Canada's apologies to Aboriginal peoples about the Residential schools injustices
- Human Rights Conversation Café: *Let's Talk about Inclusion/ Exclusion*
- Human Rights Café: *Let's Talk about Practices of Inclusion*

2014

- Dis/Orientation Days – opportunities to recognize and challenge discrimination and oppression on personal, university and community levels
- TappedIn: How do we engage youth in the world's greatest challenges? A Keynote speaking (presentation) at the UVic IdeaFest event 2014
- Cultural traditions on peace & conflict resolution and reconciliation- symposium (workshop series) at UVic IdeaFest event 2014
- The intercultural Dialogue: experiences of a group of American students going to travel and live with another group of Chinese students and how they struggle to resolve their differences and conflicts -A Film Screening
- Managers, Supervisors & Diversity: A workshop to empower UVic supervisors and managers on how to work with and manage effectively diversity issues in the workplace.
- Inclusion Flash mob
- Intercultural communication and competency - workshop on intercultural communication (benefits and challenges; skills building and competencies)
- Anti-Oppression and human rights workshop – for Social workers
- Personal Harassment workshop (Skills training for managers and supervisors)

2015

- Diversity Writing Contest ([Appendix 28](#))
- Diversity Spoken Word Contest – any theme or topic related to diversity, equity and/or inclusion
- Creating Spaces: a workshop challenging privilege and oppression
- Connect U 2015 – professional development conference for UVic staff
- Provost's Diversity Research Forum – Privilege and Prejudice: Assumptions in Learning ([Appendix 29](#))
- Symposium: Witches of the West and contemporary human rights debates
- Religious dialogue – Police and Muslim communities: organized by the CPN (Community Partnership Network)
- Developing strategies for early intervention in human rights harassment and discrimination cases (Skills training for managers and supervisors)

Annual Activities

- staff from EQHR participate in orientation sessions for new faculty and sessionals providing information on equity, diversity and accommodation
- revision and distribution (to new faculty and staff, University Human Rights Committee members etc.) of a booklet entitled "What you'll want to know about Equity & Human Rights" (recently renamed "Building an Inclusive Community: Resources at the University of Victoria") ([Appendix 30](#))
- participate in orientation sessions for new staff several times per year

- provide approximately 10-15 presentations, workshops or consultations on fair and equitable hiring practices (Appendix 26)
- meet with, consult and support departmental/faculty equity committees
- work with the chaplains to identify days of religious observance for a wide range of faiths, publish dates on EQHR website, create and distribute a bookmark (Appendix 31) and provide to Systems who create a download for Outlook calendar
- “A Day in the Life” (Appendix 32) monthly column in UVic’s *The Ring* that was originally written by EQHR and is now managed and written entirely by *The Ring* staff. The column promotes UVic’s key messages of diversity and inclusion by profiling individual staff members with a goal of shining an equitable light into the sectors of the campus that are sometimes taken for granted
- biannual publication of *Multiplicity* (Appendix 33) a newsletter from the Adviser to the Provost on Equity and Diversity
- Ongoing discussion of equity issues at Employment Equity Advisory Group, Equity and Diversity Steering Committee
- annual meeting between the President and other members of senior executive with University Human Rights Committee resulting in a memo to the President (Appendix 34, current memo)
- annual report on progress with employment equity is widely circulated and discussed prior to submission to BCHRT

The Equity and Human Rights Communication Plan is attached as Appendix 35. It provides for many activities to raise the profile of EQHR, most of which involve communication with employees about equity. As a rough estimate, EQHR talks to a group of employees about equity specifically on at least a monthly basis and to individuals far more often than that. The 2015-2020 Employment Equity Plan also outlines ongoing and new initiatives with respect to messaging and communication on employment equity issues campus-wide. These initiatives are shared between units and groups, with EQHR taking the lead on coordination with University Communications to ensure messaging is consistent university wide.

In addition we developed a timeline to guide the process of integrating equity planning and reporting with regular cycles of planning and reporting and to show when EQHR will report out to employees and when we require equity information from them. The Human Rights Educator’s work is guided by an education plan.

3. OBJECTIVE ASSESSMENT

a) ANALYSIS OF THE WORKFORCE

Internal Workforce Survey

UVic last applied for a renewal of our employment equity program to the BCHRT in 2007. Between 2007 and the present time we have continued to ask each new employee to complete an employment equity questionnaire that invites self-identification as a member of one or more of the designated groups: women, Aboriginal Peoples, members of visible minorities and people with disabilities.

UVic’s annual reports to the BCHRT first referred to complications in entering data and reporting the results of the workforce survey in 2006. At the time of our last renewal application the university had begun a complete replacement of its data system for maintaining employee and student records with a system called Banner. Banner proved to have serious compatibility issues with the Employment Equity Computerized Reporting System (EECRS) that was recommended by the FCP at that time. Equity survey forms for the year were not entered until December 2007 and the representation data available was

restricted to the university level. In 2008, new software called WEIMS was provided by the federal government to replace EECRS. WEIMS caused further compatibility issues. Our February 2009 report did not include a workforce analysis due to serious concerns about the accuracy of our workforce data. In November 2009 we reported that intense collaboration between University Systems, EQHR and HR had resolved the majority of issues concerning the extraction of workforce data. Some caution was still expressed about accuracy. Late in 2010 a major clean-up was done of the database.

Through WEIMS, we have been able to provide overall workforce statistics and to look at representation of designated group members by EEOGs and NOCs for the years 2008-2013. However, due to changes to NOC codes at the federal level, we have been unable to generate statistics for 2014. An ongoing initiative to update the UVic NOC codes is underway so that we are able to generate reports through WEIMS. Until this occurs, we remain reliant on 2013 data.

This workforce analysis begins by looking at changes in the survey instrument, efforts that have been made to increase our response rate and raising questions about the use of default representation data.

Changes in the Survey

In January 2010, the Employment Equity Survey was automated. Prior to that, surveys were sent to all new employees in hard copy. Currently, every new employee receives an email from the President soon after their employment begins at UVic (usually within 10 business days). The email contains a link to the FAQ's about the Employment Equity Survey (on EQHR's website), a link to email EQHR for further information, and a link to sign in and go directly to the survey. The FAQ's and the preamble to the survey both encourage people to update their survey responses should their circumstances change and let them know they can request the survey in alternate formats. Employees without an email address are mailed a hard copy that is identical to the electronic version.

The survey has been revised several times since the last review. In 2006 after the census was complete, material was revised and feedback was sought from the group that was eventually renamed the Employment Equity Advisory Group. There was considerable discussion on the question concerning gender and it was agreed that the question would offer the options of male, female and other with a line allowing someone to self-identify if a gender binary did not fit for them.

In 2010, the survey and accompanying materials were modified again at the time the survey became digital. At this time a privacy review was conducted which resulted in changes to the questions asked to ensure that minimal personal information was collected. In addition the survey provided a space for any comments the respondents wished to add. Our interest at that time was to streamline the process as much as possible and ensure we were meeting the requirements of the Federal Contractors Program and the Employment Equity Act. A decision was made to focus on the data required by the FCP and to return to the question of supplementary data sometime in the future.

Additional minor modifications were made to the survey in the course of efforts made to increase our response rate described below. A current copy of the survey ([Appendix 36](#)) is available online. This is the hard copy which is identical to the electronic survey.

Response Rate

There was a brief period of time when surveys were not sent out due to technical difficulties. Banner, a system for managing employee, financial and student records and information, was temporarily unable to generate information on new employees. This difficulty, together with concerns about our response rate

led to a decision to re-survey all employees who had never completed the survey. Although Banner posed problems in the short run, it (together with WEIMS) has permitted us to perform more sophisticated analyses of workforce data such as a cluster analysis and will eventually allow us to track career progression of employees over time by providing flow data.

Starting in 2011, periodic emails from the President are sent to all active employees (with an active email) who have not returned the workforce questionnaire. The email was drafted and the preamble to the questionnaire was revised to reflect FCP requirements and the results of the previous compliance review. Recipients without active email addresses are sent a hard copy of the email and the questionnaire. In 2011, a brief piece on the survey appeared in the campus newspaper, *The Ring* and a poster accompanied by a memo was sent to all departments.

Also, an email was sent to deans, chairs and directors and members of the President's Advisory Council. The email text from the President (containing a link to the survey itself), the poster, the article from *The Ring*, and the email to managers are all included in [Appendix 24](#). Educational sessions about employment equity and the importance of the survey took place in the Faculties of Science and Engineering. The workforce analysis conducted in June 2011 showed an increased response rate.

As of November 17, 2011, our response rate for the resurvey was 84.3% for faculty, 59% for all active employees and 71.5% for active employees excluding casuals. Our return rate is 60% overall and 72% without casuals. We provide the rate without casuals as there are several factors in the way that Banner stores data on casuals that complicate our response rate. One factor is that students who are working at UVic during summer break should be excluded and Banner does not have a field to indicate whether or not an employee is a student. Also some casuals who come and go (for example sessional instructors and teaching assistants) may receive a new questionnaire each time they begin a new period of employment and may be less likely to complete it when they have done it before. There are a number of reasons why casuals may be less likely to return the survey and as a group they lower the overall response rate.

The re-survey was intended to encourage employees who had never completed the survey to return it and to capture any employees still at UVic who were hired during the period when Banner was not generating lists of new employees. Additional steps have been taken to encourage a higher rate of survey completion when someone becomes a new employee.

Since June 2010, the Director EQHR has attended new employee orientation sessions to talk about employment equity and the importance of completing the survey. A flyer is distributed with instructions for completing the survey, checking to see if it has already been completed and updating any responses that may have changed since originally completing the survey ([Appendix 37](#)). The completion of the survey was added to the new employee checklist that is part of the Manager's Toolbox on the HR website. The checklist item links directly to the EQHR information page on the Employment Equity Survey.

Several strategies were discussed for ensuring managers and supervisors are informed and able to speak about the importance of the survey to new employees. On the academic side the Diversity Adviser raises this issue with deans, academic administrators and chairs/directors on an ongoing basis.

The data received does not get entered into the database until the new employee has worked 12 weeks or six pay periods. The survey data is kept confidential, is kept separate from all other personnel data and is not used for any other purpose. The Workplace Employment Equity Information System (WEIMS) is used to analyze the data and it combines the survey data with data from Banner. Data drawn from Banner includes job category and level, salary and salary increases, organizational unit, promotions, terminations, etc.

WEIMS also automatically provides up to date information on the available labour force. However our annual submission in 2010 made reference to some concerns we have regarding the use of default geographical areas for availability data. We started a dialogue on this issue in 2010-2011 and created a table that is [Appendix 38](#) that shows which employment equity occupational groups (EEOGs) are contested, suggests an alternate default for the geographical area and names specific NOCs that may be exceptions to the rule. However the FCP needs data to support changing the default geographical areas and UVic's uHire system, in use until March 2014, did not retain the requisite data. With the change in FCP NOCs, we have prioritized updating our reporting systems so that reports may again be generated.

In 2014, the university ceased using the uHire job posting system and moved to a new online job management system for CUPE 951, CUPE 917, Exempt Support, Management Excluded and PEA positions. The new system went live on September 8, 2014. EQHR plans to work with HR to incorporate equity reporting tools into the new system in 2015-2016.

Another factor to be considered when examining our data is that relying on data that results from self-identification (although necessary for privacy reasons) quite likely results in under-reporting of the true membership rates in designated groups. We have noticed discrepancies between WEIMS data on numbers of new hires of designated group members and our statistics on the results of equity hiring. For example the statistics on equity hiring for Aboriginal Peoples in 2011 indicate that a minimum of five Aboriginal people (likely more) were hired but only two new employees self-identified as Aboriginal on the employment equity survey during the same period.

General Representation of Women, Aboriginal Peoples, Members of Visible Minorities and People with Disabilities in UVic Workforce 2011 & 2013

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 EEOGs for women, Aboriginal Peoples and members of visible minorities use availability data 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 EEOGs. 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 provides an overview of the UVic workforce.

TOTAL UVIC WORKFORCE, TABLE 1

UVic Population

	All Employees
2007	5,200
2008	5,189
2009	5,878
2010 (as of Sept. 22)	4,351
2011 (as of June 27)	4,321
2013 (as of April 15)	5,347

TABLE 1 shows the overall UVic population of employees according to reporting systems used by human resources. Between 2009 and 2010 there was a major cleanup of the database (removing inactive employees, duplicate records, etc.), which explains the significant drop in the population for those years. The significant rise in employee population by 2013 which appears to have taken place in the years following the clean-up in 2013 is likely due to the fact that human resources now includes externally-funded and grant-funded positions in its reporting, which is a large group. It may also be indicative of a small rise in temporary workers. Bearing this in mind, as the tables below indicate, the proportionate ratios of the designated groups have not fluctuated widely. Therefore, we focus our analysis on the percentage of representation as compared with labour force availability. This analysis was, in turn, used to set our short and long-term goals and priorities, including a review of our reporting systems.

TABLES 2-5 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, 2010, 2011 and 2013. This enables us to look at whether progress is being made over time.

TABLE 2

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
2011	2,540	58.8	54.1
2013	3,147	58.9	54.2

Overall, UVic’s workforce representation of women has exceeded the labour force availability for women in every year from 2007 through 2013. Our representation of women in 2013 is almost five percent greater than the labour force availability.

TABLE 3

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
2011	77	1.8	2.4
2013	96	1.8	2.3

UVic’s labour force in 2013 was 0.5 percent below the labour force availability of Aboriginal Peoples. However, our representation has increased substantially (given the small number of employees in question) each year from 2007 to 2013 and we are making progress towards a representation that parallels labour force availability.

TABLE 4

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
2011	344	7.9	17.5
2013	400	7.5	17.9

As past reports indicate, this is the group where UVic shows the largest gap between representation and labour force availability and where we continue to face challenges. As of 2013, 7.5 percent of the UVic labour force consisted of members of visible minorities while the labour force availability increased from 17.5 to 17.9 percent. This is a significant gap. On the positive side this gap decreased (10.9 percent in 2010 to 10.4 percent in 2013) and our representation shows a considerable (2.2%) increase since 2007.

TABLE 5

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
2011	146	3.4	4.7
2013	162	3.0	4.6

Representation of people with disabilities in the UVic labour force fluctuated between 2007 and 2013. By 2013, the percentage of the UVic workforce that self-identified as having a disability was 3.0 percent, which is still not representative of the available labour force.

The trend identified here is one of periodic setbacks with long-term 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. This is to be expected given a relatively low rate of turnover and high level of employee retention coupled with fluctuations in labour force availability.

TABLE 6

Relative Labour Force Availability Analysis: Designated Groups 2013

Designated Group	UVic Workforce (Numbers)	UVic Workforce (Percentage)	Labour Force Availability (Percentage)	Percent at UVic relative to LF Availability ¹
Women	3,147	58.9%	54.2%	109%
Indigenous Peoples	96	1.8%	2.3%	78%
Members of Visible Minorities	400	7.5%	17.9%	42%
Persons with Disabilities	162	3%	4.6%	65%

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. Secondly, we need to look at whether we are becoming more representative over time (i.e., are we moving in the right direction). Table 6 shows the relative labour force availability analysis for each designated group for 2013. The relative labour force availability analysis is a useful measure to explore these questions. The relative percent indicates how far we are towards reaching equivalence to that group’s representation in the available labour force. A percentage over 100 indicates that the UVic workforce exceeds labour force availability.

By 2013, UVic surpassed labour force parity for women based on global figures. 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. UVic is 78% towards reaching labour force parity for Indigenous peoples. With respect to members of visible minorities, UVic is only 42% towards reaching labour force parity, with gaps in most, but not all, job classifications. UVic is 65% towards reaching labour force parity for persons with disabilities. As noted, data is reliant on self-reporting and representation rates may be higher. Based on requests for accommodation, it is believed that representation rates of persons with disabilities at UVic may be greater that reports suggest.

Detailed Workforce Analysis

The Office of Institutional Planning and Analysis used WEIMS to generate the tables included in our workforce analysis. WEIMS draws upon our employment equity survey data and employee data stored in Banner to create the tables. The Workforce Analysis – Summary Report tables for 2011 and 2013 are attached as [Appendix 39](#). These tables show representation data broken down by the fourteen EEOGs identified by the Federal Contractor’s Program. As noted, we have been unable to generate reports for 2014 and so the workforce analysis focuses on reports from 2011 and 2013. The results have been reviewed and feedback has been provided by several members of the executive, the Diversity Adviser to the Provost, the Director, Institutional Planning and Analysis and the members of the Employment Equity

¹ Labour force parity = 100%.

Advisory Group, which has representation from all designated groups and all bargaining units and employee associations. The director and manager of Equity and Human Rights analyzed the tables and wrote this report.

The Federal Contractors Program requires a 'three filter test' to be applied to the summary workforce analysis tables. The first filter involves identifying for each designated group the EEOGs where the number gap between UVic's representation and labour force availability is -3 or greater. The second filter identifies the EEOGs where UVic's representation is less than 80% of labour force availability. A gap in any EEOG that meets filter two is considered significant. The third filter identifies EEOGs where there are gaps of any size for all designated groups or where gaps exist for a particular designated group in several EEOGs. If availability is low but the UVic workforce represents 80% or less of the available labour force, the gap is considered less significant but will be addressed through goal setting in our employment equity plan. The remaining significant gaps for the designated group women were examined, and any gaps where women are represented at 50% or more were not considered significant.

The following is a summary of 2011 workforce information considered in setting the goals for both the ESR and the revised employment equity plan. This information is set out here as background to the following section of this submission, which summarizes the findings of the ESR itself. All significant gaps identified in 2011 (excluding those where there is low availability) were considered in the ESR.

Women: Based on 2011 figures, it was determined that only EEOG 11 (intermediate sales and service personnel) required investigation during the ESR. Four additional EEOGs (supervisors crafts and trades, skilled crafts and trades, semi-skilled manual and other sales and service personnel) required numerical goal setting in the revised employment equity plan.

A review of the same data broken down by specific NOCs confirms that the areas where women are still under-represented at UVic are not higher level positions but for the most part occur in the general areas of sales and service, trades/manual work, information technology and technical work. The percentage of women in the UVic workforce exceeds the percentage of women in the available labour force in most EEOGs. The greatest number of women exceeding labour force availability in 2011 was in the professional EEOG with 112, followed by the administrative and senior clerical personnel EEOG with 42. In 2013, these numbers were 156 and 49 respectively.

Aboriginal Peoples: The same analyses were conducted on the tables looking at Aboriginal Peoples resulting in four EEOGs requiring investigation during the ESR (semi-professionals and technicians, clerical personnel, other sales and service personnel and other manual workers) and four EEOGs requiring goal setting (middle and other managers, supervisors, intermediate sales and service, semi-skilled manual).

In both 2011 and 2013, Aboriginal Peoples exceed labour force availability in the professional, administrative and senior clerical, skilled sales and service, and skilled crafts and trade workers EEOGs, results that were considered during the ESR and while developing the new EEP.

Members of Visible Minorities: Consistent with previous workforce analyses, Table 6 shows that it will take considerable effort to achieve a workforce that is equal to the available labour force of members of visible minorities. There are three EEOGs that do not require numerical goals (senior managers, administrative and senior clerical personnel and intermediate sales and service personnel). Several EEOGs required investigation in the ESR (middle managers, professionals, semi-professionals and technicians, supervisors, skilled sales and service, skilled crafts and trades, clerical, other sales and service and other manual).

People with Disabilities: In 2011, it was determined that six EEOGs required an ESR examining the experiences of people with disabilities (professionals, semi-professionals, supervisors, skilled crafts and trades, clerical and other sales and service). Based on 2013 data, an additional three EEOGs (skilled sales and service, intermediate sales and service and semi-skilled manual) required consideration when setting numerical goals in the revised employment equity plan. There are four EEOGs where people with disabilities exceed labour force availability: managers, supervisors crafts and trades, administrative and senior clerical personnel, and other manual workers (senior managers are not included in this table).

Again, there does not seem to be any concentration in a particular type of employment although it should be noted that the administrative and senior clerical EEOG is over-representative of every designated group.

The following list and Table 7 summarize the EEOGs identified in 2011 for consideration in the ESR and the EEP. Data from 2013 later complemented this information as the EEP was developed.

EEOG’s that required investigation through the Employment Systems Review (ESR) and required consideration in setting numerical goals in the employment equity plan (EEP)

WOMEN

EEOG 11 Intermediate Sales and Service Personnel

ABORIGINALS

EEOG 4 Semi-Professionals and Technicians
 EEOG 10 Clerical Personnel
 EEOG 13 Other Sales and Service Personnel
 EEOG 14 Other Manual Workers

MEMBERS OF VISIBLE MINORITIES

EEOG 2 Middle and Other Managers
 EEOG 3 Professionals
 EEOG 4 Semi-Professionals and Technicians
 EEOG 5 Supervisors
 EEOG 8 Skilled Sales and Service
 EEOG 9 Skilled Crafts and Trades
 EEOG 10 Clerical Personnel
 EEOG 13 Other Sales and Service Personnel
 EEOG 14 Other Manual Workers

PERSONS WITH DISABILITIES

EEOG 3 Professionals
 EEOG 4 Semi-Professionals and Technicians
 EEOG 5 Supervisors
 EEOG 9 Skilled Crafts and Trades
 EEOG 10 Clerical Personnel
 EEOG 13 Other Sales and Service Personnel

TABLE 7 EEOGs CONSIDERED FOR ESR AND EEP

EEOG	WOMEN	ABORIGINALS	VISIBLE MINORITIES	PEOPLE WITH DISABILITIES
1. Senior Managers				
2. Middle Managers			✓	
3. Professionals			✓	✓
4. Semi-Professionals		✓	✓	✓
5. Supervisors			✓	✓
6. Supervisors Crafts and Trades				
7. Admin and Senior Clerical				
8. Skilled Sales and Service			✓	
9. Skilled Crafts and Trades			✓	✓
10. Clerical		✓	✓	✓
11. Intermediate Sales and service	✓			
12. Semi-Skilled Manual				
13. Other Sales and Service		✓	✓	✓
14. Other Manual		✓	✓	
Overall Significant Gap		✓	✓	✓

Cluster Analysis

The tables used to complete a cluster analysis prior to the ESR are attached (see [Appendix 39](#)). The national tables were used (national, British Columbia and Victoria tables are all identical) to look at full-time, part-time and temporary employees. First, the tables were surveyed for clusters of 20 or more designated group members concentrated in the lower two salary ranges in any EEOG. Second, the tables were examined for lower-level EEOGs (clerical, other sales and service and other manual workers) that contained a disproportionate number of designated group members.

Women

In the full-time table, eight clusters of 20 or more women in lower salary ranges were identified in five different EEOGs. In the part-time tables four clusters of women in lower salary ranges were identified in three EEOGs. In the temporary tables six clusters of women in lower salary ranges were identified in five EEOGs. Among temporary employees the clusters of women were not disproportionate to those of men.

Table 8 below shows the difference in representation of women from that of men in the two lower salary ranges combined for each EEOG for full and part-time workers. In all instances cited, the women were over-represented in the lower salary ranges. For example 83% of women who are full-time middle managers and 59% of men in that category fall in the two lower salary ranges resulting in a difference in percentage representation of 24%. The EEOGs with the greatest over-representation of women in lower salary ranges are full-time semi-professionals and middle managers.

Table 8: Concentration of Women in Lower Salary Ranges by EEOG in 2011 (Difference between Women and Men in Percentage Representation)

	Full-time			Part-time		
EEOG	%women in 2 lower salary ranges	% men in 2 lower salary ranges	Difference (% women - % men)	%women in 2 lower salary ranges	% men in 2 lower salary ranges	Difference (% women - % men)
Middle Managers	83%	59%	24%			
Professionals	74%	63%	11%	93%	84%	9%
Semi -Professionals	87%	41%	46%			
Administrative	56%	48%	8%	65%	50%	15%
Clerical	36%	29%	7%			
Other Sales/Service				49%	40%	9%

When the tables were examined for clusters in lower level EEOGs (clerical, other sales and service, and other manual workers) women were disproportionately clustered in clerical and other sales and service.

Table 9 shows the difference between the percentage of all female and male employees in each category. For example 14% of all women employees and 4% of all male employees are in the clerical EEOG resulting in a 10% difference. Women showed the greatest over-representation among full and part-time clerical workers.

Table 9 Concentration of Women in Lower Level EEOGs in 2011

EEOG	Full-time			Part-time			Temporary		
	% women in EEOG	% men in EEOG	difference (% women-% men)	% women in EEOG	% men in EEOG	difference (% women-% men)	% women in EEOG	% men in EEOG	difference (% women-% men)
Clerical	14%	4%	10%	12%	5%	7%	17%	9%	8%
Other Sales and Service				21%	15%	6%			

Members of Visible Minorities

Also in 2011, the only other group where possible salary anomalies were indicated was members of visible minorities. Clusters occurred for professional employees (full-time and temporary) who were members of visible minorities but in fact these clusters were not disproportionate when compared to the number of non-visible minority professionals.

Clusters also showed up among temporary employees in the professional and other sales and service categories. However the cluster in the professional category is proportionate to non-visible minority temporary employees in the bottom half of the salary range. In other sales and service, temporary visible minority employees are represented at 100% while non-visible minority employees are represented at 98%.

When the clerical, other sales and service, and other manual workers EEOGs were searched for clusters of visible minority employees only one was found (temporary other sales and service workers). However, the difference in proportionate representation of visible minority employees and non-visible minority employees was not significant (under 2%).

No clusters of 20 or more employees who were Aboriginal or people with disabilities were found in the clerical, other sales and service, or other manual workers EEOGs.

To summarize, in 2011 it was determined that an employment systems review might want to give priority to examining the reasons why full-time women managers, professionals and semi-professionals are clustered in the lower portion of the salary range and to look at the concentration of women in the clerical EEOG.

Workforce Analysis Summary

The initial pages of this report make it clear that the University of Victoria is an institution that views equity as an essential component of its character. Over the years equity has become woven further and further into the fabric of what we do and who we are. In 2012, we passed a renewed strategic plan that continues and furthers equity as part of the foundation of UVic.

This section summarizes changes that have been made to the survey since 2007 and efforts undertaken to raise our response rate to the employment equity survey. It raises questions about our default geographical areas from which availability data is drawn. Changes in our workforce representation of women, Aboriginal Peoples, members of visible minorities and people with disabilities from 2007 to 2013 are summarized by looking at actual representation rates and by a gap analysis.

A more detailed workforce analysis is described. In 2011, the ‘three filter test’ was applied to the results of our workforce analysis. Results indicated that an ESR should investigate gaps in representation of women (1 EEOG), Aboriginal Peoples (4 EEOGs), members of visible minorities (9 EEOGs) and people with disabilities (6 EEOGs). As a result of the workforce analysis from 2011, particular attention was paid to the designated group members of visible minorities in the employment systems review. The EEOGs specified were considered when setting numerical goals in the revised employment equity plan. Additional numerical goals should be set for women (4 EEOGs), Aboriginal Peoples (4 EEOGs), members of visible minorities (3 EEOGs) and people with disabilities (3 EEOGs). There was no over-representation of designated groups that stood out as problematic.

The cluster analysis suggested further investigation into the disproportionate number of women in the lower salary ranges among middle managers, professionals and semi-professionals. The disproportionate cluster of women in the clerical EEOG also required examination.

This workforce analysis together with earlier ones indicate that many of the goals from our previous plan have been met and that we have made modest but steady progress towards a workforce that is representative of the four designated groups. The overview of the 2011 figures provides background to the questions posed during the ESR. The 2013 numbers provide a more recent snapshot of the Uvic workforce. The 2013 numbers were considered in the EEP. More specifically, the 2013 numbers represented in Tables 2-6 and the detailed Workforce Analysis – Summary Report tables found in [Appendix 39](#) were used to calculate numerical hiring goals.

b) EMPLOYMENT SYSTEMS REVIEW

In 2012, the University submitted an earlier version of this renewal application to BCHRT and was granted an interim extension to update and revise its employment equity plan. In the 2012 submission, we identified the need for an employment systems review and highlighted specific areas which required a focused analysis. These issues have been summarized again in this revised submission. In 2013, we undertook the ESR. The University hired independent consultants to conduct the ESR and their report is attached as [Appendix 6](#).

As noted in the ESR executive summary, the consultants looked at existing structures within UVic that support the university’s increasingly diverse workforce, as well as mechanisms in place to support hiring of under-represented groups. Overall, the consultants found that over the years, UVic has dedicated resources and taken a number of positive steps towards increasing the representation of under-represented groups. However, as our 2011 and 2013 figures indicate, the ESR also concluded that we lag in our progress toward eliminating gaps with respect to persons with disabilities and visible minorities. The ESR pointed to some

potential factors in this under-representation and recommended a strategic shift that would involve the university embracing its vision even further by increasing diversity as a business necessity which will improve the university overall.

The consultants proposed two categories of recommendations: strategic and procedural, which are reported at sections 9.1 and 9.2 of their report. In December 2013, EMAG was asked by Executive to review and provide feedback to the President on the report. In 2013 and early 2014, EQHR engaged in consultation activities in follow up to the ESR and the ESR results, EMAG recommendations and consultation by EQHR fed into development of the 2015-2020 Employment Equity Plan.

In addition to conducting the ESR, the University of Victoria also reviews and monitors new and current employment systems in multiple ways on an ongoing basis, attempting to ensure that they do not pose barriers to any designated groups. Some examples follow.

Formal Policies

All new and revised policies are examined through an equity lens by the Director, Equity and Human Rights. Two different equity lenses are used to assist in this review (Appendix 40).

Annual Report to the British Columbia Human Rights Tribunal (BCHRT)

Because we have a special program exemption (to permit us to use preferential, limited and equity planning hiring) we are required to report annually on employment equity. These annual reports generally include summaries provided through each vice-presidential portfolio of equity initiatives from a variety of units in the areas of recruitment and hiring, training, retention, accommodation, climate and communication. In addition, many units provide progress reports on their previous year's goals and set new goals for the coming year. Annual reports have been on hold since 2012 due to our focus on the ESR and EEP in order to meet submission requirements for our renewal application.

Exit Surveys

In March 2010 the Equity and Human Rights Office and Human Resources jointly launched a new staff exit survey. Faculty who leave are generally contacted by VPAC staff several months after their departure and offered the opportunity to complete an exit interview. The results are kept confidential but the person who conducts the surveys reports that issues relating to equity and inclusion are not a significant factor in the decision to leave for the majority of faculty.

The new staff survey is yielding a higher response rate than the older survey (55.6% as opposed to 15%). It still has many limitations so findings should be treated with caution and viewed as suggestive rather than definitive.

At the time this data was analyzed the survey had been used for 20 months. There were 209 terminations (less than 5% of the UVic workforce) during that time period (full and part time employees) and 159 promotions (promotions mean an employee has permanently moved from one position to another). Exit surveys are mailed automatically to all employees who are leaving their position whether or not they are leaving the university. Due to limitations of uHire (a web based system which is used to trigger exit surveys) the survey was mailed to 151 employees and 84 surveys were returned.

Two major issues with the functionality of the exit survey make it difficult to interpret the findings. Not all exiting employees (in this case less than half) are sent an invitation to complete the exit survey and the results do not distinguish between those who are leaving the university and those who are moving to a new position.

Again, given the small number of respondents, these results should be interpreted with caution. Fifty-two of the 84 respondents to the exit survey indicated that they were a member of one or more of the designated groups. Of these 52 respondents 98% indicated they were women and 4% indicated they had a disability. No respondents identified as members of a visible minority or as Aboriginal.

The most common reasons cited for leaving were resignation/quit (42.9%) retirement (27.4%) and leaving for another position (22.6%).

The factors influencing the decision to leave for another position or resign most frequently mentioned were lack of career/training opportunities, salary and benefits, changing family circumstances, return to school and inflexible work hours (listed in order of frequency mentioned).

Ten people indicated that their reason for leaving included issues such as discrimination and harassment and/or workplace climate issues. Associated with these reasons for leaving (in order of frequency cited) were hostile environment, personal harassment, mental disability, age and excessive work-load. Some of these individuals took advantage of the opportunity to engage in an in-person exit interview allowing EQHR to follow up on some of the issues raised.

As of 2013, exit surveys were no longer possible in uHire due to complications with the system. With the shift to a new system in 2014, it is now possible to re-introduce exit surveys. Exit surveys continue to take place with faculty through VPAC and on an ad hoc basis when requested for all other employees.

All of the above illustrate just some of the ways that virtually all units on campus are involved in reflecting on and improving employment systems related to essentially the same areas that must be investigated in a formal employment systems review. This is happening at the unit level, the vice-presidential portfolio level and the university wide level although it is not focused on specific EEOGs.

4. APPROPRIATE PROGRAM DESIGN

a) GOALS AND TIMETABLES

Reports on progress were done in 2006 and 2008 (five year mark) and updated with the achievement tables and workforce analysis in 2011 and 2013. The 2008 report is attached as [Appendix 15](#). The Achievement tables and narrative report are [Appendix 41](#). It should be noted that availability data was updated between 2008 and 2011. What follows is a summary of goals that were set in the 2003 EEP and a report on the progress in 2011. Based on that progress, the ESR and follow-up consultations, new goals and timelines were identified. These goals are set out in the 2015-2020 EEP. The 2015-2020 plan sets 3 year numerical goals as well as 5 year responsibility, accountability and activity goals.

2003 PLAN OVERVIEW AND 2011 RESULTS

Our status with respect to the goals set in the 2003 employment equity plan is summarized below with a paragraph concerning each designated group. Each of those paragraphs also summarizes what happened with gaps between 2003 and 2011.

Women: Goals were set in six occupational groups (five EEOGs and faculty) in 2003. In 2008 there were two groups where goals had not been achieved and four categories where the representation of women did not meet their availability in the labour force. By 2011 goals were met in all but one group (skilled

crafts & trades) and gaps exist in four additional EEOGs. Between 2003 and 2011 one gap was filled and one gap decreased. One gap increased, one stayed the same and two new gaps were occurring in 2011.

Aboriginal Peoples: Goals were set to increase representation in nine categories (eight EEOGs and faculty). In 2008 goals were met or exceeded in six categories. By 2011 there was only one category (other manual workers) where goals had not been met. Gaps still exist in eight EEOGs. Between 2003 and 2011 three gaps were eradicated and one gap decreased. Five gaps increased and two new gaps arose.

Members of Visible Minorities: Goals to increase UVic's representation of members of visible minorities were set in 10 EEOGs (and the NOC faculty) and achieved in five by 2008. Two additional EEOGs reached their goals between 2008 and 2011 but one that had met its goal fell behind during that period. Members of visible minorities meet or exceed labour force availability in two categories (senior managers and administrative and senior clerical). The revised employment equity plan will need numerical goals for the remaining 12 categories. Between 2003 and 2011 one gap was eradicated and one decreased. One gap stayed the same, eight increased and two new gaps appeared.

People with Disabilities: Goals were set in 10 occupational categories and achieved in seven by 2008. By 2011 goals were achieved in all but one category (skilled crafts and trades). However, nine EEOGs show gaps between UVic's representation and the available labour force and will require numerical goals to be set for the revised employment equity plan. Between 2003 and 2011 two gaps were eradicated, one stayed the same and increases and decreases in gaps occurred in four EEOGs each. This is progress in that seven gaps were either eradicated or decreased.

To summarize, 36 goals were set in 2003 and 28 of these were met by 2011. Overall fifteen gaps were either filled or decreased. Nineteen gaps increased, three stayed the same and five new gaps developed. Table 10 shows the EEOGs that require numerical goals for each designated group. Faculty are broken out from the professionals group to show where numerical goals must be set specifically for faculty. Our new employment equity plan will need to set numerical goals in 35 categories. We met 80% of our goals but are still under-represented in almost the same number of categories.

TABLE 10 EEOGs identified for NUMERICAL GOALS in 2015-2020 EEP

EEOG	WOMEN	ABORIGINALS	VISIBLE MINORITIES	PEOPLE WITH DISABILITIES
1. Senior Managers				
2. Middle Managers			✓	
3. Professionals			✓	✓
4. Semi-Professionals			✓	✓
5. Supervisors			✓	
6. Supervisors Crafts and Trades				
7. Admin and Senior Clerical				
8. Skilled Sales and Service			✓	
9. Skilled Crafts and Trades			✓	✓
10. Clerical		✓	✓	✓
11. Intermediate Sales and service	✓			
12. Semi-Skilled Manual				
13. Other Sales and Service	✓	✓	✓	✓
14. Other Manual				

b) CORRECTIVE MEASURES

Policy and Procedures on Harassment and Discrimination: UVic does much to promote equity, inclusion, fairness and respect. The harassment and discrimination policy is there to address situations where individuals or groups are experiencing sexual harassment, harassment or discrimination based on any of the grounds protected by the BC Human Rights Code or personal harassment. The policy defines key concepts and jurisdiction. It provides for confidential consultations allowing students, staff or faculty to discuss a situation and explore alternatives in complete confidence unless the Director is legally obliged to act or disclose.

The policy provides for informal complaints with a focus on resolution and formal complaints where a full and fair investigation results in a determination of whether or not the policy was violated as alleged. If there is dissatisfaction at the end of an investigation, either party can request a hearing. The policy also defines two methods for the university to initiate action (environmental assessments or a President or any Vice-President invoking the policy given specific circumstances). The policy lays out responsibilities for all members of the university community, individuals with supervisory responsibilities and the Director, EQHR. It outlines the confidentiality provisions and the limits on confidentiality. It addresses the issue of complaints that are malicious, vexatious and submitted in bad faith and prohibits reprisal against complainants and witnesses.

Awareness of the policy and EQHR's role in implementing it is fairly high, particularly among staff and faculty. The staff in EQHR received 78 complaints (either informal or formal) and held 143 confidential consultations or inquiries between 2012 and 2014. As with previous years, during 2012-2014 personal harassment complaints occurred more frequently than any other type of complaint (an average of 19 per year). This trend is also seen with confidential consultations (an average of 27 per year concerning personal harassment). Sexual harassment complaints and complaints relating to disability were the second most frequent type of complaint; whereas accommodation was the second most frequent type of confidential consultation.

The majority of complaints in each year are successfully informally resolved. In each year, there were 3 grievances filed (external process to EQHR but kept on record in our office if reported as "other") and 1 formal complaint. More detailed statistics from 2012-2014 are included in [Appendix 42](#).

Education: EQHR has a human rights educator who facilitates an average of 55 workshops/presentations per year for students, staff and faculty. Up until 2008, education was done primarily in response to requests. In 2008 the human rights educator created an education plan that brought a proactive approach to the work and linked directly with UVic's strategic plan. Since the creation of the plan, far more workshops that are open to the broader university community are offered. These include Personal Harassment in the Workplace, An Introduction to the Human Rights policy and the work of EQHR, Welcoming and Respecting Diversity, Respectful and Inclusive Workplaces, Intercultural Communication, Creating Spaces and specifically for managers and supervisors: Managing Diversity, and Early Intervention with Potential Harassment Complaints. Workshops are also offered on fair and equitable hiring practices and on the use of limited, preferential and equity hiring. Workshops on collegiality are available to academic departments. Tailored workshops are still available on request and workshops are often part of an overall resolution to a complaint.

Human Resources offers a full calendar of staff development opportunities, sometimes running six or more courses per month. Most years there are eight to 10 courses that focus specifically on equity/ diversity/ human rights and many other courses contain elements or components on equity.

Removing Barriers: Facilities Management employs a full time Accessibility Coordinator who provides standards (which often go 'beyond code') to maximize access for students, staff and faculty. The Accessibility Coordinator also makes recommendations for alterations and retrofitting of existing buildings and grounds to improve accessibility. They liaise with other groups and offices on campus concerned with accommodation, accessibility and disability issues.

New signage was installed on campus in 2011 improving way-finding, accessibility and assisting with maintaining a safe campus.

The central accommodation fund which departments can access to assist with accommodations and is administered by Human Resources is currently under review. One of the questions being explored during the review is whether the need for a department to cost share may pose a barrier to smaller departments with less access to resources. Questions have also been raised about the fund's focus on equipment and whether there is a barrier for people with invisible disabilities whose needs are often for other forms of accommodation.

Job Evaluation: Many employee groups (Management Exempt, Exempt Support and Professional Employees Association) have recently undergone or are currently involved in job evaluation processes. In most cases, a section in the new job descriptions on equity responsibilities has been incorporated into this work. This will lead to further accountability as progress will be considered in performance planning and evaluation.

Guidelines on Limited and Preferential Hiring: EQHR has heard feedback from several sources that the guidelines on preferential and limited hiring appear complicated and may even be a deterrent to what they are intending to promote. Given that the guidelines themselves may pose a barrier, EQHR and HR have worked together to improve the process.

Indigenous and Disability Inventories: A major barrier for anyone on campus including members of designated groups is accessing information about services and resources. Two recent initiatives have compiled available resources, services, programs, experts, etc. into a central inventory that will be made available on the web and also in hard copy. This important initiative was carried out by the Diversity Adviser to the Provost and VP Academic.

First Peoples House

In adopting its strategic plan, the University of Victoria pledged to "build on our commitment to our unique relationship with Canada's First Peoples". An important step in achieving this objective was the construction of a First Peoples House. Designed by Alfred Waugh, the First Peoples House opened on January 25, 2010 and quickly lived up to its intended purpose.

REMEDIAL MEASURES

UVic has engaged in outreach hiring for many years, with Human Resources and EQHR assisting units in forwarding opportunities to groups and organizations for designated group members. UVic retained the services of Equitek which is described as “Canada’s 1st and largest national outreach strategy that is truly inclusive of Canada’s vast multicultural population”. Equitek is partnered with OnLine Abilities, a not-for-profit organization committed to assisting IT professionals with disabilities. This has augmented our current outreach efforts and the relationships that have developed with local groups by presenting UVic as an equity employer nationally and ensuring that outreach efforts are consistent and systematic. The UVic ‘landing page’ developed by Equitek can be found at <http://en.equitek.ca/careers/current-opportunities/university-of-victoria/> and additional information on Equitek is in [Appendix 43](#).

All job ads contain the following equity statement:

The University of Victoria is an equity employer and encourages applications from women, persons with disabilities, members of visible minorities, Aboriginal Peoples, people of all sexual orientations and genders, and others who may contribute to the further diversification of the University.

Persons with disabilities, who anticipate needing accommodations for any part of the application and hiring process, may contact Grace Wong Sneddon, Adviser to the Provost on Equity and Diversity at gwongsne@uvic.ca or call (250) 721-6143. Any personal information provided will be maintained in confidence.

Mentoring Programs: Mentoring programs are common throughout the university. Many academic departments have an internal mentoring system for junior faculty. Human Resources run a mentoring program for staff that reserves pairings for members of designated groups. The academic women’s caucus also has a mentoring program for women faculty and instructors.

Preferential, Limited and Equity Planning Hiring: The guidelines specify the conditions under which preference for, or restriction to one or more of the designated groups can be practiced in hiring and lays out the necessary steps. These guidelines have been in effect since May 2002 ([Appendix 44](#)).

Between October 2012 and May 2015, the university hired 13 individuals through a preferential hire and 17 limited hires. In addition, 2 equity hires were reported to human resources (this number may in fact be greater as equity as a hiring consideration is underreported). Both the preferential and limited hires were persons who self-identified as Aboriginal.

Equity planning, preferential and limited hires are recorded as successful or unsuccessful but due to privacy requirements the designated group membership of the successful candidate is not recorded. For any hires that specify more than one designated group, the data does not reveal the group membership of the person that was hired.

There is often a discrepancy between WEIMS data indicating number of new hires of designated group members (as revealed by self-identification on the employment equity survey) and the statistics on the results of equity hiring. For example, the statistics on equity hiring for Aboriginal Peoples indicate that a minimum of five Aboriginal People (likely more) were hired in 2011 but only two new employees self-identified as Aboriginal on the employment equity survey. This is another indication that data based on self-identification (as designated group members) results in under-reporting.

SUPPORT MEASURES

The University of Victoria has an onsite daycare facility that is available to parents who are students, staff or faculty. The demand is greater than capacity and a Working Group on Child Care Expansion was initiated in 2010. They produced a report which includes recommendations for a multi-year proposed expansion of service which is in the process of implementation.

In addition to more formal requests for accommodation, there are many areas on campus where informal arrangements of many forms but particularly scheduling is used to accommodate employees with disabilities or those who have family responsibilities.

Overall, the equity submissions that came through the various VP portfolios seemed to indicate an increase in supportive measures made available to designated group members and often to all employees. These came in the form of mentoring programs, attention to career planning and planning for professional development, and support for educational and skill development leaves.

There also was evidence of efforts made to provide opportunities for employees to connect with each other, sometimes electronically using SharePoint or social media but also in person through town hall meetings, coffee 'mingles' and celebrations of a range of culturally significant occasions.

UVic employees have access to free confidential counselling for themselves or family members through PPC International which is contracted to provide an employee and family assistance program.

UVic puts considerable effort into the creation of work environments that are welcoming and inclusive for everyone. EQHR provides many workshops that address this issue. For some of these staff and/or faculty have the opportunity to complete the IN/EXCLUSION questionnaire anonymously ahead of time and the group results are used in the workshop.

c) EMPLOYMENT EQUITY PLAN

The UVic Employment Equity Plan 2015-2020 ([Appendix 1](#)) was developed over the course of two years through the collaborative efforts of EQHR and a steering committee with representatives from VPAC, Executive, HR and EMAG. The plan consists of three key sections. Section I describes the background of the plan, the university's equity goals and principles and introduces the next two sections. Section II provides the university's numerical hiring goals for increasing underrepresented members of four specified groups as determined by the Federal Contractors Program methodology. Section III depicts the plan in a Responsibilities and Accountabilities Chart. The chart (1) sets out the university's plan for ongoing and newly initiatives (2) defines the roles and responsibilities of those accountable for equity across the campus including the Executive, Deans, Faculty Equity Committees, Office of Equity and Human Rights, Office of the Vice-President Academic, Human Resources, and the Advisory bodies, and (3) sets the timetable for action. Implementation of the plan will be facilitated through the EEP Implementation Steering Committee.

5. EFFECTIVE IMPLEMENTATION, MONITORING AND EVALUATION

a) ACCOUNTABILITY

Achieving equity is not possible until equity goals and initiatives are integrated into the normal processes and practices of the workplace and seen as a standard way of operating. The responsibility for achieving equity rests with all who make employment decisions and take action that affects the workplace. Accountability for achieving equity is, therefore, no different from accountability for achieving other university goals and objectives. Monitoring and regular reporting will be a normal part of the plan's implementation.

The University of Victoria has adopted and furthered the accountability mechanisms provided for at the time of our last renewal application. Our employment equity plan identifies those groups or individuals who hold major responsibility for each objective in the plan, represented in the Responsibilities and Accountabilities Chart. The chart outlines current administrative responsibilities and accountabilities for employment equity at the University of Victoria and new initiatives to achieve our equity goals. It goes further than the prior plan by holding more groups and individuals accountable, and by expanding accountability for equity from the achievement of specific objectives to accountability for equity as an everyday practice.

Major strides have been made in integrating equity planning and reporting into the regular planning and reporting cycles in each vice-presidential portfolio. This should have enduring positive results in satisfying the goal of integration of equity.

Increasingly throughout the university, managers and supervisors are held accountable for equity through its incorporation into performance planning. All deans are evaluated in part on their implementation of equity strategies in their faculties.

b) MONITORING

The former University of Victoria employment equity plan was closely monitored throughout its five years duration (as closely as possible given difficulties with data. With respect to monitoring, the 2015-2020 plan identifies specific offices, groups and individuals who share the responsibility for each ongoing and new initiative. Numerical hiring goals are shared responsibility, broken down by VP portfolio. The role of the EEP Implementation Steering Committee will be to develop an implementation plan and track implementation to measure successes and achieve and outcomes.

The Employment Equity Advisory Group will also be involved in overseeing the implementation of the new plan and progress reports will be issued to the campus community annually (at a minimum). Once reporting systems are updated so that UVic's NOC codes are consistent with federal codes, annual monitoring will again be possible. This will include assessing progress in terms of achieving numerical goals in addition to assessing the implementation and impact of qualitative strategies. Questions to be asked include: Have we done what we said we would do? Why or why not? Are we on schedule with timelines? Why or why not? Have we achieved the desired outcomes? Why or why not? What other impacts has the strategy had on employment equity? Is further consultation required? Should the employment equity plan be modified?

c) EFFECTIVENESS OF 2003 EMPLOYMENT EQUITY PLAN

This section reviews the effectiveness of our 2003 plan. This evaluation informs our implementation decisions as we move forward. To review the effectiveness of UVic's employment equity plan several basic questions need to be explored:

1. **Has our representation of designated group members in the UVic workforce improved?** To assist in answering this question we need to look at our overall representation of designated groups in the workforce, look at representation in specific EEOGs and look at the numerical goals that were set and progress made.

It is important to put the numerical indicators in context prior to answering this question. Over the years, there have been numerous changes in methods of data collection and tools used for analysis at UVic. Availability data has changed. The default geographical areas from which availability data is drawn are likely inaccurate for some EEOGs and this may affect our representation data, particularly when it comes to members of visible minorities. In addition, federal classification codes have changed and we have not yet updated our NOC codes to match this change, which has impacted our ability to generate reports since 2013.

There are a number of indicators that suggest that data gathered by self-identification, although necessary for reasons of privacy, may result in significant under-reporting of membership in designated groups. The FCP requires that we report gross findings (number of people who self-report as a member of a designated group compared to total number of employees in that group). We suspect that net figures (number of people who self-report as a member of a designated group compared to total number of people who returned the survey) might improve the accuracy of our numbers (and increase our representation rates). The inclusion of casuals in the survey complicates the results in several ways and likely has the effect of lowering our response rate and our representation rates. Bearing these contextual factors in mind, an examination of changes in overall representation rates for each designated group, changes in representation by EEOG, changes in faculty representation rates and achievement of goals should all contribute to answer whether or not the representation of designated group members in the UVic workforce has improved.

A review of the general figures on overall representation in the UVic workforce reveals that representation has increased and gaps have grown smaller for all four designated groups. The greatest change occurred among members of visible minorities, although between 2011 and 2013 numbers fluctuated, possibly as a result of an increase in labour force availability combined with low-turnover and hiring rates. Women are the only designated group where representation is equal to or greater than labour force availability. Increases in representation are modest but steadily rising a little in each year in most cases.

Representation in specific EEOGs gives a more complicated result indicating what has been articulated by equity professionals as a sense of "two steps forward and one step back". In 2012 we identified a total of 20 gaps (spread across nine EEOGs and all four designated groups) significant enough to require investigation through an ESR. It was determined that these gaps and an additional 13 gaps required the setting of numerical goals. These were considered in the 2015-2020 plan. Twenty-eight of thirty-six goals set in 2003 had been achieved by 2013.

Together these figures suggest that UVic's workforce representation of designated groups has improved overall. Our faculty representation has improved quite significantly and total faculty is now quite close to labour force availability except in the category members of visible minorities. The results also suggest that the goals that were set in 2003 were realistic.

2. Was the 2003 employment equity plan implemented?

The 2003 plan came very close to full implementation prior to the ESR. The three broad goals were all addressed. Of the 14 specific objectives in the plan, nine would appear to have been fully implemented and the ESR furthered the implementation of at least three other objectives.

The review of the use of limited and preferential hiring on page 36 of this report shows that preferential and limited hires continue to be used. Limited and preferential hiring has allowed us to maintain or increase representation of designated groups, particularly Aboriginal employees.

3. Has the University of Victoria become a more welcoming and inclusive workplace for members of designated groups? Based on in-depth consultations that took place between 2012 and 2014, the 2013 employment systems review, and a review of programs, initiatives and support measures, UVic is a leader in its incorporation of equity into everyday practices. A welcoming, inclusive, safe and supportive environment for all is part of UVic's character. There are many educational opportunities that promote inclusivity and provide practical tools to create and maintain welcoming workplaces. While we have made strides in many areas, however, there is still work to do in order to become a more welcoming and inclusive workplace for all members of designated groups.

6. SUMMARY AND CONCLUSION

This document begins with a profile of the University of Victoria and then shows that adequate preparation has taken place for employment equity planning. The University of Victoria has an updated employment equity policy that provides a framework for the program and the plan. There is a senior official responsible for implementation who reports directly to two members of senior executive and who is supported by a manager, a newly created position to ensure that there is adequate support for implementation of the plan. Methods of consulting and collaborating with employee representatives and members of designated groups are summarized and examples of specific consultations are provided. Evidence is provided of the many ways information about employment equity is communicated to the university's employees.

An objective assessment of employment equity progress is provided. The representation of designated groups in the UVic workforce overall is reviewed and the analysis demonstrates that steady progress with some fluctuation in areas has occurred between 2007 and 2013. A detailed analysis of 2011 and 2013 representation for specific EEOGs is summarized and the specific EEOGs that required investigation by way of an employment systems review identified. Results of a cluster analysis are also summarized.

The University of Victoria engages in ongoing monitoring of employment equity progress at the unit level, and this involves looking at the same types of employment practices (those concerning recruitment and hiring, training, retention and workplace environment, communication and accommodation) were addressed in more focused employment systems review, the results of which were taken into consideration when the 2015-2020 plan was developed.

The section on appropriate program design summarizes progress on the goals set in the 2003 employment equity plan. Specific EEOGs requiring numerical goals in the 2015-2020 plan are identified. Corrective measures such as the policy and procedures on harassment and discrimination are discussed, as well as remedial measures like limited and preferential hiring and supportive measures including an institutional emphasis on inclusive and welcoming work environments. This section concludes with a review of progress made on the specific objectives in the 2003 employment equity plan and identifies considerations addressed in the 2015-2020 plan.

The section on effective implementation reviews the structures that are in place to ensure accountability for employment equity and methods for monitoring progress. It assesses the effectiveness of the 2003 employment equity plan. Seventy-eight percent of the numerical goals set in 2003 have been fully achieved. An assessment of progress on the specific objectives of the plan reveals that the plan was essentially fully implemented (all three goals addressed, nine objectives fully implemented and the remaining five partially implemented). The University of Victoria has put focused effort into creating inclusive, welcoming, safe and supportive work environments. Our employment equity program has been effective both quantitatively and qualitatively.

This report also suggests direction and raises factors to be taken into consideration as we move forward with the university's equity planning. The final section of this report is a summary of achievements, and an identification of challenges we are likely to face as we continue to demonstrate our commitment to employment equity.

Challenges

- a) Our workforce analysis consistently reveals significant under-representation of members of visible minorities. There are some reasons why this may not be fully accurate but it seems obvious that under-representation does exist. Communication with members of visible minorities as a group is difficult because they are a heterogeneous group of people who may not have a lot in common. We will need to identify better means of communicating with this diverse population and learning about the barriers they may experience in applying to and working at UVic.
- b) Accommodation continues to be raised as an issue requiring attention at the Employment Equity Advisory Group. Feedback from members of the campus community indicates that accommodation for invisible disabilities and mental health issues is still not well understood. Accommodation is both a human rights/equity issue and a labour relations issue. At times the labour relations perspective on accommodation can cloud the human rights issues involved. This can also make the collaboration necessary for successful accommodation difficult to maintain.
- c) This report (and previous reports) refers to technological changes that have interrupted our ability to produce accurate and reliable workforce data. The resolution of these difficulties continues to prove challenging. We hope to address this through collaboration between EQHR, University Systems, Human Resources and Institutional Planning and Analysis.
- d) We are in a period of fiscal restraint and consolidation rather than growth. Effort must be made to maintain progress on employment equity and continue to become a workforce that is truly representative of Canada's increasing diversity despite shrinking resources.

- e) An increasingly diverse workforce may well require supports that are not currently provided. The needs of designated groups must be identified through consultation and appropriate supports provided. For example, family responsibilities are evolving in that significant numbers of employees have responsibilities to do with eldercare. In addition, concerns have been raised by Indigenous employees outside of specific areas where Indigenous employees are concentrated, that they would like more opportunities to connect with other Indigenous employees and mentorship particularly in the early stages of their careers.
- f) Preferential, limited and equity planning do result in increased representation of designated groups. Promotion of equity hiring and training in the practices necessary should be increased as we move forward. Successes on the academic side may suggest strategies for promoting equity hiring on the administrative side. Particular attention should be paid to equity hiring for hiring members of visible minorities and people with disabilities. Education is necessary at all levels to ensure designated group members will be entering a welcoming and inclusive work environment.

Achievements

- a) As of March 31, 2015, the University of Victoria was once again chosen as one of Canada's 50 Best Diversity Employers. The University of Victoria has been named as one of Canada's top diversity employers for four years in a row. The award recognizes employers that have exceptional workplace diversity and inclusiveness programs.
- b) The Diversity Research Conference continues to grow every year. There is greater staff participation each year which allows for some critical conversations to occur that include faculty and staff. This is an event of which the University of Victoria can be proud. It is inclusive, thought provoking and allows for bridges to be built between very different issues and people working on them.
- c) Faculty representation of designated groups has changed quite dramatically since 2007. The University of Victoria faculty complement clearly exceeds labour force availability for women and Aboriginal Peoples and also for people with disabilities (when net figures are considered). Faculty are much closer to being representative of members of visible minorities than most other employee groups.
- d) The Human Library continues to occur on campus. It is a small scale event in some ways but it allows for a more profound understanding of difference that contributes greatly to a welcoming and inclusive environment. The theme is the visible and invisible diversity in our community. Books are human beings who agree to make themselves available to be signed out for conversations with readers. This event has been organized by the Libraries Equity Committee in conjunction with EQHR and the Diversity Adviser to the Provost.
- e) The University of Victoria's representation of women is also something in which we can take pride. Overall we exceed labour force availability and we exceed labour force availability in 71% of the 14 EEOGs. Three of the four Vice-Presidents are women.
- f) The Mental Health Task Force is an engaged and active group that includes students, staff and faculty from a wide range of departments across campus. Activities such as an information fair "*Out of the Shadows and Into the Sunshine*" which attracted over 500 people and a series of round table discussions "*Let's Talk Mental Health*" are doing much to raise awareness, reduce stigma and improve the work environment for employees with mental health problems and everyone.

- g) Our 2003 employment equity program set the goal of integrating equity planning and reporting into the way things are done. With the emphasis over the last few years on meeting with key contacts in each VP portfolio and identifying ways to ensure that regular planning and reporting cycles and activities were inclusive of equity this has been largely achieved. Feedback on reports and provision of timely data has furthered this process.
- h) The extensive consultation on the University of Victoria's renewed strategic plan *A Vision for the Future: Building on Excellence* affirmed the fundamental values (intellectual and ethical integrity, freedom of speech and freedom of inquiry and equal rights and dignity of all persons) and four key goals of the previous plan. The first of these goals 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*". This validation of longstanding equity values and goals by the university community together with the plan's careful attention to implementation in a rapidly changing environment create an ideal environment for progress on employment equity.

Appendix

1	Employment Equity Plan 2015-2020
2	Employment Equity Policy http://www.uvic.ca/universitysecretary/assets/docs/policies/HR6100_1100_.pdf
3	Policy on Human Rights, Equity and Fairness http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0200_1105_.pdf
4	Policy and Procedures on Harassment and Discrimination http://www.uvic.ca/universitysecretary/assets/docs/policies/GV0205_1150_.pdf
5	Employment Equity Plan 2003
6	Employment Systems Review 2013
7	Institutional Accountability Plan and Report, 2013-2014 http://www.uvic.ca/president/assets/docs/Accountability_Plan.pdf
8	UHRC Mandate
9	UHRC activities, annual reports
10	UHRC memos with president
11	Director held a meeting with CUPE 4163, CUPE 917, CUPE 951, PEA and Human Resources to seek feedback about policy
12	Consultation began on a review of a group of policies connected to equity and human rights (see memo to EMAG and EDAG) dated February 10, 2009
13	Both EMAG and the presidents of all the bargaining units were consulted on updating (not fully revising) the Employment Equity Policy
14	Equity Summary 2007 and Summary of Annual Report 2005-2007
15	Progress University Hiring Goals (2003–2008)
16	In/Ex Clusion Survey
17	Inclusive Celebrations statement and poster of other holidays in December
18	Out of the shadows and into the sunshine 2009
19	New “Inclusion” logo and new brochure, Equity and Human Rights http://web.uvic.ca/eqhr/resources/brochure2011.pdf
20	Human Library event
21	Out of the shadows and into the sunshine 2010
22	Living Inclusion Poster
23	Positive Space Network website http://web.uvic.ca/psn/
24	Everyone Counts poster, Email, The Ring piece
25	Presentation on employment equity updates, Executive Council and President’s Advisory Council
26	Presentation on Fair and Equitable Hiring Practices, Facilities Management
27	Let’s Talk Mental Health – roundtable discussions
28	Diversity Writing Contest & Diversity Spoken Word Contest

29	Provost Diversity Research Forum
30	Building an Inclusive Community: Resources at the University of Victoria
31	Religious Observances bookmark
32	Day in the Life on the Ring website http://ring.uvic.ca/search/node/day%20in%20the%20life
33	<i>Multiplicity</i> Newsletter
34	UHRC, current memo with president
35	EQHR Communication Plan
36	Survey, current
37	New Employee Orientation flyer
38	Employment equity occupational groups (EEOGs), alternate default for the geographical area
39	Workforce Analysis Narrative Summary report, Workplace Analysis Detailed report tables, and Workplace Analysis Summary report tables, Forms 2A, 2B and 2C
40	Equity lenses (2) to assist in the review of formal policies
41	Achievement Tables and Narrative Report
42	Detailed statistics from 2012-2014
43	Equitek
44	Preferential, Limited and Equity planning hiring guidelines http://www.uvic.ca/universitysecretary/assets/docs/policies/HR6110_3100_.pdf
45	Sample of Equity Activities at UVic