to the Executive Council
TABLE OF CONTENTS

1. Overview and Introduction........................................................................................................3
   a. Introduction to the report
   b. Institutional context
      i. Strategic planning and inclusive excellence
      ii. Changes in EEP Goals
   c. Provincial context
      i. Changes in BC Human Rights Tribunal reporting requirements
   d. National context
      i. New federal CRC requirements
      ii. Universities Canada initiative

2. Progress in Achieving Equity and Goals for the Following Year ........................................5
   a. Overview of EEP Implementation
   b. Leadership & Accountability
   c. Messaging & Communication
   d. Consulting & Participating
   e. Training & Education
   f. Policy
   g. Employment Practices
   h. Accommodation
      i. Coordinate/ Collaborate/ Support/ Sponsor
      j. Planning, Monitoring & Reporting
      k. Other

3. Objective Assessment..........................................................................................................13
   a. Analysis of the workforce
      o Table 1: New geographic recruitment areas for UVic’s employment equity counts
      o Table 2: Canada Research Chair diversity data, 2017
   b. UVic’s Canada Research Chairs Program and Equity
   c. Steps taken to achieve equity representation

4. Moving Forward: Summary and Conclusion ......................................................................15
   a. Key goals and initiatives for subsequent year(s)
   b. Systemic recommendations
   c. Conclusion
1. Overview and Introduction

a. Introduction to the report

This report is based on the Employment Equity Plan, 2015-2020 document (EEP), approved by the BC Human Rights Tribunal on September 29, 2015; we are currently almost 2.5 years into this plan. The EEP’s three major sections described the importance of equity work and defined key terms such as intersectionality; reviewed numerical data and set hiring goals for each Vice-presidential portfolio; and established a Responsibilities and Accountabilities table which outlined key equity-supporting activities to be undertaken by various offices or portfolios across the institution in a number of categories, including Leadership & Accountability, Accommodation, and Planning, Monitoring & Reporting. We use the term “portfolio” to refer to the scope of responsibilities that fall under a particular administrative unit.

In this report, we first review the context within which we are implementing the plan, as many changes over the past year have influenced our current work. Next, we review key activities from 2016-2017 from the Responsibilities & Accountabilities table, as well as goals for 2018. We then provide some information about the status of UVic’s numerical goals, as we are currently in the process of updating our data and proposing new goals for the second half of the Plan. Finally, we provide some recommendations based on our work on the Plan over the first almost 2.5 years to enhance success as we move ahead.

Data for this report are based on self-reports of activities provided by most major units on campus. Each unit was provided with a template and a listing (where available) of their previous year’s report and asked to update the list of accomplishments and new goals. The reports from different areas vary significantly in the depth of detail provided. As well, some units have emphasized reporting on past activities while others have spent more time on goals for the upcoming year. We have selected highlights for this report which showcase the range and richness of employment equity activities at UVic. Of necessity, only a few of the diverse activities across the institution are mentioned here.

b. Institutional context

i. Strategic planning and inclusive excellence

This report comes part-way through two years of strategic thinking and change. Over the past year, after extended and careful consideration and consultation, UVic restructured its equity work, moving responsibility for support of academic equity and diversity from the Provost’s Office to the Equity and Human Rights (EQHR) office. At the same time, the coordination of the work to support the new Sexualized Violence Prevention and Response Policy was located within EQHR, giving rise to a renewal of the mandate and focus of the office along with additional resources.
This year, UVic is developing a new strategic plan. The new plan is informed by existing plans across campus, including the current Employment Equity Plan, and equity and diversity concepts feature strongly in much of the planning process and discussion, including in the background discussion document. A key concept of “inclusive excellence” was articulated; this phrase aligns with the articulation of equity and diversity in the EEP as foundational for excellence. Priorities identified in the strategic plan, slated to be completed in spring 2018, will likely have an impact on goals and approaches taken for the balance of the Employment Equity Plan, ending in September 2020.

**ii. Changes in EEP Data Collection and Goals**

In spring 2017, UVic became aware that module in the federal computer database that we had used to set the three-year hiring goals for this EEP was flawed and had generated inaccurate goals. We began to review all aspects of our equity data and decided to make some changes to how we set goals. Now four years removed from compliance requirements with the Federal Contractors Program, we decided that we could most effectively plan for diversity in the workplace if we tracked data and set goals and strategies separately for continuing (i.e., permanent) employees, and temporary employees, as is commonly done by other Canadian universities. Once the two databases are separated, we will use the federal template for goal generation as a useful benchmark for our goals. The goal setting process considers institutional growth and turnover rates, as well as the geographic availability of qualified employees; the numbers generated can be compared with our institutional priorities and particular initiatives that we may have across the institution.

Separating the data into these two pools will give us a better understanding of the characteristics of our long-term workforce compared with the part of our workforce that turns over at a much higher rate. Differences in composition between the two will also be key to identifying different strategies to enhance diversity that better match with the different processes for hiring and orientation, as well as development of supportive workplace cultures to promote retention.

c. **Provincial context**

i. **Changes in BCHRT reporting requirements**

In 2017 we learned from the BCHRT that their reporting requirements for institutions with employment equity plans had changed. They will no longer be approving institution-wide plans; instead, institutions are welcome to submit plans on an ad-hoc basis where they are exercising a preference related to the protected grounds in the BC Human Rights code.

In terms of our reporting requirements under the current plan, there are two changes. First, we only need to report on “programs which grant a preference to members of protected groups with the aim of ameliorating disadvantage.” This excludes reporting on activities in the Responsibilities & Accountabilities table, which formed the bulk of our report. Second, we now only need to submit a report at the midpoint and end of the plan; annual reporting is not required.
With these changes, we have the flexibility to pursue reporting on equity work at the institution in a manner that will best enhance UVic’s equity commitments. The first change we made was to align annual EEP reporting with the calendar year to facilitate coordination with Enhanced Planning Tools (EPT) reporting. Further changes with content and other aspects of reporting are possible into the future.

d. National context

i. New federal CRC requirements

In 2017, the Canada Research Chair (CRC) program initiated new requirements for institutions to develop detailed Equity, Diversity and Inclusion Action Plans. UVic’s CRC Equity, Diversity and Inclusion Action Plan is based on the Employment Equity Plan, highlighting key elements relevant to recruiting and retaining diverse and highly qualified Canada Research Chairs. Because of this interconnection, our ability to continue participating in this important program is increasingly dependent on maintaining and advancing equity work across the rest of the institution.

ii. Universities Canada initiative

In October 2017, Universities Canada announced a new commitment to principles of equity, diversity and inclusion for its member institutions. The principles speak to the value of diversity, as well as the need to provide support at all stages for candidates from diverse backgrounds, and to action and visibility around promoting inclusion and removing barriers. It is not yet clear what the concrete implications of this commitment will be in the areas of expected plans and activities, recruitment and outreach, or measuring and reporting on diversity statistics.

2. Progress in Achieving Equity and Goals for the Following Year

a. Overview of EEP Implementation

This year saw some major shifts that have influenced progress on the EEP. External shifts in reporting responsibilities have allowed flexibility with regard to our reporting timelines and content. Structural changes in the support for equity and diversity at the institution have shifted work and reporting responsibilities. New information and conversations about our equity data have resulted in planned shifts in data calculations which are still unfolding. As well, major events on campus and heightened attention to equity and diversity have placed a higher profile on the importance of equity and diversity work by post-secondary institutions. All together, this has been a year of significant shifts, challenges and possibilities, many of which are still in progress.
b. Leadership & Accountability

This past year, after reviewing its equity structures, UVic’s leadership decided to centralize responsibilities for equity and diversity work in the Equity and Human Rights office, including support for equity and diversity within the Vice-President Academic and Provost portfolio. Continuing support for this shift from leadership in every portfolio continues as a goal for 2018. EQHR has also reorganized some of its responsibilities, clarified its work, updated its website, and continues to forge partnerships with groups and individuals across campus in pursuit of equity and diversity. In addition, all VP portfolios have made progress towards embedding responsibility for equity into performance objectives, performance plans and/or job descriptions for all unit leaders as well as in other roles where relevant. Next year, in the wake of the current strategic planning process, the university leadership will review and confirm or revise how equity planning and reporting are built into the integrated planning process and other associated reporting processes.

Participating in committees and training for professionals continues to be part of leadership and accountability work. Many faculties and departments named representatives to the Academic Advisory Committee on Equity and Diversity (formerly the Provost’s Diversity Steering Committee) and many also have formed or maintain equity committees within faculties or departments. Human Resources provides its team with professional development opportunities that promote equity, diversity and inclusive HR practices. These include employee and student mental health awareness and response, Indigenous Cultural Acumen Training, and bullying and harassment workshops. Plans for the coming year include training in Gender Diversity, the Sexualized Violence Policy, Bystander Intervention, Trauma-informed response and support, and violence risk assessment. The Office of Faculty Relations incorporates principles of equity and inclusion in its development workshops for academic leaders in respect of academic processes.

The President played a significant role in a number of key equity and diversity initiatives on and off campus over the past year including initiating, sponsoring and approving the sexualized violence prevention and response policy, the Indigenous Plan, equity employment video and territorial acknowledgement videos, the 2017 Diversity Forum and Victoria Forum, and championing the proposed new Indigenous law program. The President also published a series of institutional statements condemning incidents of racism and religious intolerance on and off campus, and restating UVic’s commitment to maintaining an inclusive and welcoming environment, where we can learn, work and live with mutual respect.

Under the purview of the President, the strategic plan discussion document included a strong statement about inclusive excellence and highlighted UVic’s longstanding commitment to equity, diversity and inclusion, and an institutional culture of collaboration, collegiality and mutual respect. The President encouraged feedback and contributed to discussions on equity and diversity throughout the consultation period, and equity and diversity will be prominent in the new strategic plan.
Other forms of leadership include commitments to keep specific equity considerations at a high profile. VP External Relations units are supporting UVic’s goals of creating a campus community that accepts diversity and includes Indigenous ways of knowing and being. The President and the Executive have been working more closely with EQHR in association with their broadened mandate, and the President has been meeting frequently with the Acting Director of the unit as the new structure and associated roles are being implemented. The Faculty of Engineering revised the Terms of Reference for its equity committee, and reviewed it at the Faculty of Engineering Executive Committee along with its annual report. Human and Social Development has identified a number of priorities associated with Indigenization at the top of their faculty and research priorities. Chemistry and Physics maintain webpages with information related to equity, human rights and fairness and UVic related policies and resources.

c. Messaging & Communication

All portfolios have a stated high level commitment to communicating UVic’s commitment to equity and inclusion as both a strategic priority and a critical performance result area. This commitment manifests in different ways across the institution. In 2017-18, Human Resources will see embedded references to this commitment in updated competency framework, mentorship program, and employee learning streams and certificate programs to ensure employees and leaders have the skills to fulfill this promise. VP External Relations units are integrating references to equity and inclusion as a differentiating advantage, and ensuring their inclusion in Strategic Plan consultations and discussions. The President’s Office continues work on reviewing and endorsing the development of institutional messaging, development and plans for dissemination, tailoring and consistency. This focus shows up in numerous ways, such as the restructuring of the President’s Extraordinary Service Awards to emphasize UVic’s “collaborative and collegial environment,” a key ingredient in fostering employment equity. Underlying all this, EQHR is working with University Communications and Marketing to coordinate and promote consistent messaging on equity and diversity, and to develop stories over the next year that showcase equity work at UVic. Finally, Fine Arts has taken numerous steps to integrate equity into their communications with work on their website, position advertisements, course outlines and visual materials (website/print advertising). They are also developing a story-driven Equity and Diversity hub on the Fine Arts website to highlight the attainment of goals and objectives.

d. Consulting & Participating

All portfolios engage in a combination of consulting with relevant experts to provide insight to their work, and participating in cross-portfolio committees on equity related topics. For example, offices of the President, VP Academic and Provost, VP Finance and Operations, VP Research and VP External Relations consult with EQHR, the Equity & Diversity Adviser (in the previous year), Human Resources and external bodies as appropriate on issues of equity, diversity and inclusion. The VP External Relations portfolio continued work with the convocation committee to ensure the
cere monies and proceedings are seen as inclusive. Human Resources has members on a range of advisory committees, including the review of the advisory committee structure, Student Mental Health Advisory Committee, and the Employment Equity Plan Implementation Steering Committee.

There are some particular topics for consultation in 2018. One is review of the changes that have rolled out with equity structures to ensure their optimization. As well, EQHR will work with campus groups and constituencies through targeted working groups and informal consultation processes to formulate future strategy for future advisory structures or mechanisms.

e. Training & Education

Training and Education was one of the strongest areas of activity. A primary area of training was Indigenous Cultural Acumen Training (ICAT); many units participated in the training (e.g., VP External Relations; Business; Fine Arts; Graduate Studies; Human Resources) and many committed to further ICAT training. A number of other significant trainings occurred. For example, the VP Research portfolio collaborated with Human Resources and EQHR to offer workshops for hiring committees. Within VP External Relations, the Farquhar auditorium has established new guidelines of appropriate workplace behaviour and improved training for all staff, with a specific focus on the 35-40 casual student hires as ushers.

Some work in Human Resources and Faculty Relations is laying a foundation for integrating equity and inclusion more systematically in training across UVic. The university's new competency model and Learning and Development courses and certificates will embed the value statement of equal rights and dignity of all persons and what it means to be an employee at UVic. Courses will include fundamental communications skills to respect in the workplace, Indigenous acumen, intercultural diversity and an appreciation for different types of diversity such as generational diversity and the diversity of thinking and personality types. UVic’s new EFAP provider, Morneau Shepell (MS) will provide on-campus and webinar-formatted health and wellness workshops throughout the year.

Additional training activities include the Gustavson School of Business delivering cultural awareness workshops for faculty, staff and international student/exchange orientations, and hosting the Victoria Forum in November on wide-ranging global problems. The Faculty of Engineering has systematized training for teaching assistants on diversity.

There are a number of commitments for upcoming training in 2018. In addition to ICAT, VPFO will work on Service Excellence and the VPFO employee engagement survey. Work on a coordinated campus-wide education strategy to prevent sexualized violence and support the success of the new sexualized violence policy will come out of EQHR, supported by Human Resources and other units. EQHR’s emerging educational strategy will also take an intersectional approach to sexualized violence, human rights education, and discrimination and harassment and sexualized violence policies; the office will also develop further materials to support search committees and faculty in collaboration with relevant committees and persons. Finally, VP External has committed to incorporating the new equity video and toolkit into new staff onboarding and orientation.
f. **Policy**

This past year saw approval of the Sexualized Violence Prevention and Response policy, and establishment of the Sexualized Violence Resource Office within EQHR. Work on integrating this policy into the campus continues through next year. The Non-Academic Misconduct policy and the Response to At-Risk Behaviour policy (previously the Violence and Threatening Behaviour policy) were updated and aligned with the principles and practices in the Sexualized violence policy. As well, Human Resources oversaw updating the Building and Grounds Usage policy to ensure that the campus community is aware of the requirements of the Guide Dog and Service Dog Act.

Much policy work involves bringing an equity lens to the review of existing policies, and consideration of new policies, a consideration reflected across the VP portfolios as a number of policies and procedures were reviewed and revised. EQHR is working to develop an equity lens, as well as a transgender inclusion lens, as tools to aid this work. Some examples of updates include work in the Faculty of Graduate Studies to add specific language on equity and diversity to policy documents; they also revised the Graduate Supervision Policy to offer clear responsibilities to all members of the Faculty, including: Professionalism, Cultural Awareness, Response to graduate student concerns and accommodations.

Upcoming policy work will included collaboration to consider the policy and practice implications of legalized marijuana (Human Resources, VPAC and Student Affairs); and collaboration with a small team to develop criteria and a terms of reference for engaging qualified, trauma-informed, external investigators for non-academic misconduct cases involving sexualized violence, harassment, and other similar matters (Human Resources and others).

g. **Employment Practices**

Work in this area includes support for Indigenization; development of renewed approaches to hiring; and support for equity hiring and retention in particular areas or populations. Many portfolios also committed to considering preferential or limited hiring where they have vacancies or to achieve goals. There was a similar commitment across portfolios to model, require and support fair and equitable employment practices, including accommodation, compensation and recruitment.

Support for Indigenization includes the leadership of the President’s and Provost’s Offices, promoting a commitment to and providing leadership for increasing the indigenization of UVic through building strong relationships with the First Peoples of Canada, by providing a supportive environment for Indigenous staff, faculty and students, and by supporting high quality Indigenous academic programs and research. Human Resources will employ new outreach strategies to expand candidate pools for jobs, including partnering with the First People’s House, the Victoria Native Friendship Center and the Songhees Wellness Center. They will also partner with Indigenous Academic and Community Engagement to raise awareness of the on-campus spaces and programs available for Indigenous staff (lunches, social gatherings, cultural events, Elder Voices, the Indigenous
Academic and Community Engagement Listserv, etc.) and promote access to the UVic employee learning and development programs. VP External Relations’ Legacy Galleries participated in the LE,NONET program and then hired the Indigenous student from the program to do further work with the visitor engagement team.

Many units also continue their commitment to provide training for all search committees (e.g., School of Earth and Ocean Science). Others are referring their hiring managers to the Employment Equity Toolkit (Athletics and Recreation). Other areas also are looking at the qualifications of their employees to work with diversity. Student Services is applying requirements/credentials for professional roles across STSV related to working with Indigenous students and international students.

Further commitments for 2018 include VP External Relations’ further promotion of hiring IDEA (Inclusion, Diversity, Equity & Accommodation) to address definitions, recruitment goals, accommodation, and retention strategies beyond financial compensation. Some units committed to further use of the Equity Video, and the Employment Equity Toolkit (e.g., VP External Relations).

h. Accommodation

Leadership across all portfolios has engaged in learning about accommodation and the programs available, and educating within their areas about accommodation policies and practices. Accommodation has been practiced across campus for multiple causes, including childcare, ergonomic workspaces, medical conditions and recovery, hospice, bereavement, and caregiver responsibilities.

A number of focused initiatives has been integrated. The VP Research portfolio will communicate regarding their policy on varied work schedules. The VP External Relations portfolio has taken a proactive approach in a few areas of accommodation. They have adjustable desks available for persons with disabilities or back health issues. They also ensure that their venues are welcoming and accessible to all. We have well established procedures to assist those with physical disabilities (both for work and attendance at events at the Legacy Gallery or the Farquhar Auditorium). Physics has revised the times of the major meetings and events to ensure they fall within more family-friendly hours. Finally, Human Resources has updated its databases to support WSBC and Disability Management processes. They are also promoting the new Supervisor and Employee Guides for adaptive equipment as part of the ergonomics and accommodation programs.

A few future projects include creation of “women only” swim times to support diverse cultures on campus (Athletics and Recreation) and commitments to review policies and accommodation guidelines (Student Affairs).
i. Coordinate/ Collaborate/ Support/ Sponsor

Across campus, all units coordinate their work on equity with others on campus, and sponsor a wide range of activities and initiatives to further equity and diversity-related goals. Some things sponsored include:

- Mental Health roundtables
- Student Mental Health Task Group (Advisory Committee).
- Annual Diversity Research Conference
- National Day of Remembrance and Action on Violence Against Women
- Orange Shirt Day
- Connect U
- Fair hiring workshops (EQHR and HR for various units on campus)
- Moving Trans History Forward

Units also coordinate through EQHR in developing activities related to the Employment Equity Plan, and reporting on plan activities.

Fine Arts is working towards integrating equity and diversity considerations into their programming. They are discussing possible activities to position the School of Music as leader in promoting culturally diverse events, and incorporating Indigeneity into Fine Arts 101, the Orion Series in Indigeneity and the Arts, and possibly using Truth and Reconciliation Commission/Indigeneity modules with other courses.

Human and Social Development has established a new program called “HSD Reads.” This quarterly event has individuals come together to compare notes on the book that they have been reading and how it relates to the faculty’s decolonizing work. Readers are encouraged to donate books to create an Indigenous Student Support Centre library.

j. Planning, Monitoring & Reporting

Engagement in this area includes a number of practices across the university:

- Reviewing the Employment Equity Plan
- Setting annual equity goals for portfolios and units
- Reporting on goals annually
- Monitoring and addressing negative or unproductive workplace environments
- Integrating responsibility for including equity and diversity in planning/ reviewing processes and for holding direct report accountable into job descriptions and job reviews

In addition, EQHR has taken and will continue in the lead responsibility for collecting and integrating data for reporting, and writing reports on equity work for internal and external audiences. Human Resources supports EQHR with data capture, analysis and strategy development, including the establishment of university-wide employment equity goals.
Other work this past year has included reviewing how we set our equity goals. We have adopted a new approach that sees us setting geographically appropriate goals for two main employee populations: continuing employees, and temporary employees. Work for this continues into 2018 under the Employment Equity Plan Implementation Steering Committee (see more in Section 3 of the report).

Another key initiative has been the development, submission and web publication of the Canada Research Chair (CRC) Equity, Diversity and Inclusion Action plan. This plan, based on UVic’s Employment Equity Plan, is in response to federal requirements of the CRC program and was developed by the Vice-President Research portfolio with support from EQHR. The Vice-President Research portfolio will be monitoring the implementation of the plan, tracking UVic’s CRC equity targets, and reporting to the CRC on our progress on the plan by the end of 2018 and 2019.

One innovative plan in Human and Social Development will have their Leadership Team work and consult with the Elders to determine a series of events and resources to bring awareness and balance healing and decolonization within the Faculty. Another policy-related planning activity is found in Chemistry, where the terms of reference for the unit ARPT Committees includes a requirement for the committees to review and propose revisions immediately following a search. In this context, members of the faculty regularly scrutinize the guidelines and procedures for searches. EQHR principles are strictly followed during this process.

### k. Other, including student initiatives

There are many student initiatives across campus. Though these are not employment equity activities, they are not effectively captured and annually reviewed in any other university report. Initiatives range from work on the Student Mental Health Strategy, to support of graduate students to attend conferences through Faculty of Graduate Studies and Human and Social Development, to Science providing math tutoring in First Peoples’ House, Fine Arts expanding options of co-op targeted to students from equity groups, Engineering’s initiative to move towards 30% women students and to plan for creation of an Indigenous Student Group for students in the faculty, and a range of equity-related student educational programs in Student Affairs such as Bystander Intervention. Consideration for how to better capture and share this data in the future is worth considering.

One other ongoing employment equity activity is the work on developing and delivering a more comprehensive equity, diversity and inclusion education strategy for students, faculty and staff (EQHR, HR, VPAC and Student Affairs).
3. Objective Assessment

   a. Analysis of the workforce

As described earlier, we have decided to separate our employee data into two pools: continuing employees, and temporary employees. We pursued this path recognizing that the processes by which employees arrive and stay at the institution vary significantly between these two groups, and that the goals we set for these two groups will differ both numerically and strategically.

We have elected at this time to exclude casual employees from calculations, many of whom are students, in line with common practice. We recognize the importance of addressing equity in hiring for this group, and intend to both explore the experience of this employee population and develop strategies to ensure equity in hiring. At the same time, we understand that response rates to equity surveys for casual employees at other Canadian universities are vanishingly small, in the range of under 10% or lower. Given these numbers, doing any tracking of goals for casual employees is not practical. What we can do is explore the experience of casuals, develop process goals that integrate equity into hiring, and work towards the possibility of increased participation in the survey with the goal of moving towards clear goals with time.

We also considered what to do with the group of long-term but non-permanent employees. After considering the number of employees in this group and the categories of employees involved, we decided to include in the “continuing employee” pool those non-student employees who have been here for two or more years. This is a relatively small group of employees (under 700 out of approximately 7300 employees). We felt their longer tenure and renewal of their appointments made their employee relationship more similar to that of continuing employees than temporary. This work, conducted by University Systems, is still in progress. Once it is complete we will be in a better position to generate data describing our two employee populations, and to propose diversity goals.

Another shift has been in the geographic recruitment areas we are using for workforce diversity comparisons. There has long been a question on what recruitment areas are appropriate for UVic. The recruitment areas we choose determine which labour force and diversity data we use as a comparison for generating employment goals. The Federal Contractors Program has set default recruitment areas for each of the fourteen employment equity occupational groups (EEOGs); however, institutions are encouraged to identify appropriate recruitment areas for themselves based on available data.

After reviewing data provided through Institutional Planning and Analysis and Human Resources, we received approval by the Executive Council to move to the recruitment areas indicated in the table in Table 1. This table shows previous recruitment areas; what percent of local applicants we currently have for posted positions in each employment equity occupational group (EEOG); and new geographic recruitment areas. The change means that our new recruitment areas reflect where greater than 50% of applications come from for each Employment Equity Occupational Group, and thus, provide a better measure of the levels of diversity we should ultimately reflect in our workforce.
### Table 1: New geographic recruitment areas for UVic’s employment equity counts

<table>
<thead>
<tr>
<th>EEOG #</th>
<th>EEOG name</th>
<th>Previous area of recruitment</th>
<th>Percent local applicants*</th>
<th>New area of recruitment****</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Senior Managers</td>
<td>National</td>
<td>47.2</td>
<td>National</td>
</tr>
<tr>
<td>2</td>
<td>Middle &amp; Other Managers</td>
<td>National</td>
<td>58.4</td>
<td>CMA**</td>
</tr>
<tr>
<td>3</td>
<td>Professionals*** (faculty/ librarians)</td>
<td>National</td>
<td>n/a*</td>
<td>National</td>
</tr>
<tr>
<td>3</td>
<td>Professionals*** (staff)</td>
<td>National</td>
<td>63.4</td>
<td>CMA</td>
</tr>
<tr>
<td>4</td>
<td>Semi-Professionals &amp; Technicians</td>
<td>Provincial</td>
<td>66.2</td>
<td>CMA</td>
</tr>
<tr>
<td>5</td>
<td>Supervisors</td>
<td>CMA</td>
<td>85.3</td>
<td>CMA</td>
</tr>
<tr>
<td>6</td>
<td>Supervisors: Crafts &amp; Trades</td>
<td>Provincial</td>
<td>n/a*</td>
<td>CMA</td>
</tr>
<tr>
<td>7</td>
<td>Administrative &amp; Senior Clerical Personnel</td>
<td>CMA</td>
<td>81.5</td>
<td>CMA</td>
</tr>
<tr>
<td>8</td>
<td>Skilled Sales &amp; Service Personnel</td>
<td>Provincial</td>
<td>85.4</td>
<td>CMA</td>
</tr>
<tr>
<td>9</td>
<td>Skilled Crafts &amp; Trades Workers</td>
<td>Provincial</td>
<td>65.0</td>
<td>CMA</td>
</tr>
<tr>
<td>10</td>
<td>Clerical Personnel</td>
<td>CMA</td>
<td>86.6</td>
<td>CMA</td>
</tr>
<tr>
<td>11</td>
<td>Intermediate Sales &amp; Service Personnel</td>
<td>CMA</td>
<td>82.7</td>
<td>CMA</td>
</tr>
<tr>
<td>12</td>
<td>Semi-Skilled Manual Workers</td>
<td>CMA</td>
<td>83.1</td>
<td>CMA</td>
</tr>
<tr>
<td>13</td>
<td>Other Sales &amp; Service Personnel</td>
<td>CMA</td>
<td>88.6</td>
<td>CMA</td>
</tr>
<tr>
<td>14</td>
<td>Other Manual Workers</td>
<td>CMA</td>
<td>82.2</td>
<td>CMA</td>
</tr>
</tbody>
</table>

*Data from August 2016 to June 2017; EEOG 6 had no job applicants during this period. Hires outside of UVic Careers not captured, including some hires through recruitment firms, some casual hiring, term positions where the Collective Agreement allows for hiring without a posting (i.e., 7 months or less in PEA, 3 months or less in CUPE 915), direct hires in the excluded groups, and faculty hires.**

** CMA = census metropolitan area, or the greater Victoria region.

***This category comprises professional staff, faculty and librarians though we only have data on local recruitment for staff. We have broken out the two groups to reflect two different recruiting areas, since a majority of staff applications come from the CMA and the recruitment area for faculty and librarians is national by definition.

****All data for persons with disabilities is national

---

**b. UVic’s Canada Research Chairs Program and Equity**

One important area of equity work is within our Canada Research Chairs (CRC) program. UVic already meets or exceed our CRC Equity Targets (Table 1) and plans to continue to meet or exceed the targets as we carefully distribute, select and nominate available chair positions from our allocation.
Table 2. Canada Research Chair diversity data, 2017

<table>
<thead>
<tr>
<th>STATUS DECEMBER 2017</th>
<th>TARGETS</th>
<th>OCCUPANCY</th>
<th>GAP</th>
<th>GAP (# of Chairs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>27%</td>
<td>30%</td>
<td>no gap</td>
<td>no gap</td>
</tr>
<tr>
<td>Visible minorities</td>
<td>15%</td>
<td>15%</td>
<td>no gap</td>
<td>no gap</td>
</tr>
<tr>
<td>Persons with disabilities</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
<tr>
<td>Aboriginal peoples</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**c. Steps taken to achieve equity representation**

As we are still in the process of moving to two data sets—continuing and temporary—we do not have current data on equity representation. Once we are able to generate new data and goals, we will be in a good position to identify priority areas for work across campus. In light of other interest in increasing our coordination on equity work, it is possible that we will increase support for more coordinated initiatives that move forward priorities. This may include increased attention to training for search committees and coordination of processes; more training on priority topics related to Indigenization, racism, courageous conversations and other important areas; synthesis of diverse equity education work in an education strategic plan for the campus; or better integration of events and initiatives into staff units and classrooms so that we create a more holistic experience for faculty, staff and students with regard to equity and diversity. Any such changes would require additional attention and resources.

**4. Moving Forward: Summary and Conclusion**

i. **Key goals and initiatives for subsequent year(s)**

After reviewing equity reports from across the institution—and recognizing that we will need representation data for a full picture—we can identify the following priority areas of work for the next period.

- **Develop a simpler, more streamlined goal setting process.** The quantity of data, range of goals, and decentralized nature of the work make it challenging to maintain a coherent picture of priorities, to facilitate collaboration, to track progress and to build momentum in a visible and powerful way. Identifying common goals; setting more wide-spread standards for essential equity expectations; and encouraging focus on key opportunities and needs may help focus efforts and progress. Greater commonality in standards will also facilitate a common language, sense of shared enterprise, and the opportunity to exert positive pressure to move each area of campus forward. If we can then progressively move that baseline each year, we have the opportunity to shift the entire institution in a more coordinated manner. It is important to note, though, that supporting area-specific priorities and initiatives on top of common goals is also an important part of keeping equity work dynamic.

- **Streamline reporting processes.** The data gathering templates are proving time consuming to produce and analyze. They also, in spite of our efforts, do not connect well with existing...
reporting processes. Finding ways to integrate this reporting may free energy to do the work, and facilitate better integration of equity into the rest of the work of portfolios.

- **Strong and coordinated support for search committees.** Support for search committees to learn about and apply fair hiring practices varies significantly across campus. The division of support for staff versus faculty hires also has made it difficult to develop common standards and materials. At the same time, this work will only become increasingly vital if we are to achieve our equity targets. Identifying common standards for search committees and supporting development and dissemination of effective, standard materials for committee training will be two important prongs of this work. Clarifying who has centralized responsibility for coordinating these processes is also important if we want to ensure consistent excellence in this area.

- **Enhanced focus on community and climate.** In order to ensure that the gains we make from successful recruitment are maintained, it will be important to increase attention to initiatives that build an inclusive community within units through education, information sharing and relevant activities, and provide appropriate support for new employees such as through comprehensive orientation and mentoring. Such supports will both help increase retention rates, and avert conflicts. Enhanced community and climate are also strong welcoming signals to potential employees. Increasing our proactive work on this question will prepare us to welcome an increasing diversity of employees, and keep them and their abilities at UVic.

- **Increase support for effective central initiatives.** Projects such as ICAT training are effective and in demand. Working with the developers of successful projects to share support and identify what is needed to take a project to the next level can help advance that work across the institution.

- **Review goal setting and reporting processes.** Work on the Plan over the past two years has shown that the table used for reporting activities, while helpful in organizing the data, has a number of weaknesses. Descriptions of similar activities are often placed in different categories; single activities may be listed multiple times as they cross categories; different wording of similar activities results in difficulty combining reports; the quantity of activities listed make it challenging to identify trends or major activities; and finally, the specificity of detail varies across reports. We recommend a review of the table reporting format with the goal of identifying a clearer path forward to allow focus on priority goals and effective tracking over time.

- **Consider merits of an annual equity and diversity report.** The current Employment Equity Plan report overviews equity activities as they relate to employment. There are many other equity and diversity-related activities at the university that could appropriately be considered in conjunction with the EEP, including initiatives for students (within faculties and Student Affairs); updates on activities under policies such as GV0205, the Discrimination and Harassment Policy, and GV0245, the Sexualized Violence Prevention and Response Policy; educational equity work; and equity-related activities and initiatives. Development of a unified annual report, shared widely, could both integrate equity work in a more meaningful manner, and raise the profile of this work.
ii. Systemic recommendations

Streamlining goals and reporting

The process of sorting our data, identifying new goals and developing appropriate strategies in support of the goals will continue over the upcoming months. The new data and strategies will be an important place to pause and review our status and progress for the institution at the mid-point of the plan and identify both strategic priorities, and appropriate reporting and tracking mechanisms, for subsequent years. We may want to review our current process for setting strategic priorities, developing goals within smaller units, and creating systems in support of implementation. Streamlining and simplifying reporting processes and goals across the institution will assist us to have greater focus for our work, greater ease in tracking progress, and greater possibility for coordination and positive inertia across the institution.

We will also want to consider how the reporting on employment equity may fit into equity reporting more broadly. While an annual equity report, integrated into planning and open for consultation with the community, can play an important role in furthering our employment goals, broader reporting on our institution’s overall work on equity and diversity may be an important new initiative. Such an annual report, both to the Executive Council and the Board of Governors and the university community, could integrate the work and raise its profile further.

Advisory mechanisms

It is important that the university community is engaged in advising on issues of equity, diversity and inclusion. Recent changes in the structure of the provision of equity-related programs and services have resulted in a reconsideration and renewal of advisory structures. This year EQHR will work with campus groups and constituencies through targeted working groups and informal consultation processes with a view to formulating future strategy for future advisory structures or mechanisms. In the meantime, the Academic Advisory Committee on Equity and Diversity (former Provost’s Equity and Diversity Committee) has been renewed with an expanded membership to include all academic units and departments.

iii. Conclusion

Over the past year, there has been a great deal of attention to equity issues nationally, provincially and at the institutional level. In the midst of these emerging priorities, our equity data have been in flux, making a clear accounting for our current diversity status challenging. While we are moving forward with an initial refresh of our data and goals—essential because of issues raised by the existing data—larger questions about how we monitor and report the diversity of the UVic workforce call for attention. There is a desire among many to move away from the federal focus on four designated groups to consider more detailed break-downs of diversity, and the opportunity for self-identification of gender identity and sexuality among employees.
Over 2018, the work will first unfold with a renewal of our equity data and generation of new goals prior to our report to the BC Human Rights Tribunal in March at the midpoint of the Plan. We hope to engage throughout the first half of 2018 in discussions on data reporting and goal setting so that we are prepared to enter the 2018/19 academic year with clearer shared priorities and organized support for this work. We also hope to clarify within that time the type of reporting on equity and diversity that is needed at UVic to allow rapid integration of this new reporting approach.