INSTITUTIONAL EQUITY, DIVERSITY AND INCLUSION ACTION PLAN:
PROGRESS REPORT

Institution:

Contact name and information:

Instructions

Filling out all four sections of this report is mandatory. Institutions must email a PDF of this completed report and, if applicable, a revised copy of the institution's equity, diversity and inclusion action plan by December 15, 2018, to edi-edi@chairs-chaires.gc.ca. If an institution chooses to revise its action plan in anticipation of the assessment process, it must post an updated version of the plan on its public accountability web page.

Equity, Diversity and Inclusion Recognition

Each year, the Tri-agency Institutional Programs Secretariat recognizes an institution with exemplary recruitment, nomination and/or appointment practices that promote equity and diversity. Indicate below whether your institution would like to be considered for the program's recognition. The evaluation process for the recognition will be based on the committee's assessment of this progress report and the institution's corresponding action plan.

X

Yes:______________ No:______________

PART A: Equity and Diversity Targets and Gaps
A.1) Provide the current targets and gaps for your institution in the table below (using the target-setting tool).

<table>
<thead>
<tr>
<th>Designated group</th>
<th>Target (percentage)</th>
<th>Target (actual number)</th>
<th>Representation (actual number)</th>
<th>Gap (actual number)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Women</td>
<td>31%</td>
<td>58</td>
<td>64</td>
<td>no gap</td>
</tr>
<tr>
<td>Indigenous peoples</td>
<td>1%</td>
<td>2</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Persons with disabilities</td>
<td>4%</td>
<td>8</td>
<td>**</td>
<td>**</td>
</tr>
<tr>
<td>Visible minorities</td>
<td>15%</td>
<td>28</td>
<td>30</td>
<td>no gap</td>
</tr>
</tbody>
</table>

Number of currently active chairs: ______________
Number of empty chairs: ______________
Number of chairs currently under peer review: ______________
A.2) Provide any contextual details, such as empty chairs for which recruitment processes have started (limit 200 words):

This Action Plan is developing and being implemented in concert with institutional strategic planning efforts to increase equity, diversity and inclusion at UBC. Data analysis and reporting to support planning is always dependent on the context of these wider efforts. This work is proceeding in tandem with the CRC EDI Action Plan and will support and be supported by wider institutional changes.

UBC has been actively recruiting two chairs geared towards Indigenous scholars for the Faculty of Education; a Chair in Indigenous Peoples’ Well-Being and a Chair in Indigenous Resurgence and Engagement. UBC has also reserved a number of chairs in the Faculty of Medicine that are specifically linked to strategic hires in the area of computational genomics, biochemistry and molecular biology, biochemistry and digital health, and the heart and lung initiative. In addition, UBC has also reserved a number of chairs that will be used in support of CERC and C150 awardees.

UBC will actively reach out to networks of scholars with disabilities during this search process to attempt to meet the targets set out in the Action Plan, in addition to implementing the other actions to support accommodations for disabilities in the workplace at UBC.
PART B: Results of the institution’s Employment Systems Review, Comparative Review and Environmental Scan

In developing their action plans, institutions were required to develop objectives that were S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on: 1) an employment systems review; 2) a comparative review; and 3) an environmental scan (see Appendix A for the requirements that the program stipulated to develop the action plans).

B.1) Outline the key findings of the employment systems review that was undertaken when drafting the action plan limit 250 words:

The 2018 ESR is going through final approvals and will be posted online in February 2019. A number of findings across employment systems for both faculty and staff are relevant to this Action Plan:

1. Develop an Employment Equity Plan as an institutional applied research project exploring promising practices to create more inclusion and equity in a research university, and acting as a model for wider society.
2. Establish protocols for collecting and reporting employment equity data on hiring, promotion, retention and termination.
3. Develop, communicate, test, and refine a foundational strengths and skills framework for engaging diversity, accompanied by a training program promoted for all employees at UBC.
4. Develop and implement an institutional policy for accommodations for people with disabilities in the workplace.
5. For new Indigenous hires, connect with the First Nations House of Learning and the Centre for Teaching and Learning Technology to prepare an inclusive environment in the work unit in advance of starting.
6. Expand efforts to proactively build institutional relationships with communities and organizations representing designated equity group members.
7. Incorporate the latest research on effective strategies to create equitable selection processes into search training, based on past success in programs developed by the Equity & Inclusion Office, individual faculties at UBC, and diverse selection committees.
8. Provide research-based training, with clear equity data, to immediate Heads, promotion committees, and tenure review committees to ensure that promotions and tenure decisions are made using strategies to reduce bias and barriers to designated equity groups.
B.2) Outline the key findings of the comparative review that was undertaken when drafting the action plan (limit 250 words):

Faculties with CRCs completed an online survey about the institutional supports provided to each chairholder. Analysis considered disciplinary differences, and various dependent variables across designated equity groups, and was based on OLS regression:

Protected Research Time – Most differences were between different disciplines, e.g. health disciplines received 11% more research time than Social Sciences. Faculty who identified in the Employment Equity Survey as Aboriginal had 8.3% more allocated research time than others. Persons self-identifying with disabilities had 15% less research time than others. The low number of respondents in this category means it is difficult to interpret these results.

Lab Space Operating Expenses – Survey responses suggest that visible minorities across disciplines receive 54.6% less funds than others to support their lab space. However, differences in reporting of this variable may mean results are more relevant to discipline or Faculty-level funding mechanisms (e.g., the other statistical difference found in this category: Health Sciences chairs receive 86% less support than Social Sciences). This may be because lab space within hospitals is provided by the hospital or health authority, rather than by the University.

Materials & Supplies – The regression seems to suggest that those who identified as visible minorities received 60% less support for materials & supplies, however further information is required to understand these results.

While few significant differences in institutional support were found, operating expenses and materials & supplies for visible minority faculty will be investigated further.
B.3) Outline the key findings of the environmental scan that was undertaken when drafting the action plan (limit 250 words):

UBC’s environmental scan for the CRC equity, diversity, and inclusion action planning was undertaken through a multi-pronged strategy: the initial convening of CRC holders to build awareness of the changes in the program and invite their thoughts on priorities; issues arising through campus equity and inclusion groups (VPSICED and FELs), and in the day-to-day operations of the EIO; the 2018 Employment Systems Review; the tenure-stream faculty questions from the 2017 Workplace Experiences Survey (47% response rate); a very recent 2018 Chairholders Experience Survey (65% response rate); and the continued work of the CRC EDIAP Working Group to consider actions in the context of current information.

The Chairholder’s Experience Survey found that:
   a) 79% of CRCs strongly agree that they feel accepted in their workplace,
   b) 96% feel that they understand how to contribute to a respectful workplace,
   c) 73% feel that difference of opinion are handled respectfully.

Workplace experiences will continue to be monitored as part of this action plan.

Areas that arose as problematic through the environmental scan are:
1. variations in protected time for research, and correlated to that, workload policies;
2. access to research students, either because of availability or funding.

There is evidence that there is variability across federally designated groups, but understanding the intersection of this with disciplines requires further investigation, as was the case with the exploration of institutional supports. Disciplinary differences in how faculties manage chairs will require further exploration and follow-up focus groups.
B.4) Provide an overview of who was consulted in the drafting of the action plan. What form did the consultation/engagement with members of the four designated groups (i.e. women, persons with disabilities, Indigenous peoples and visible minorities) and other underrepresented faculty take? What equity diversity and inclusion (EDI) experts were consulted? Note: Do not to disclose any third party personal information (limit 250 words):

In 2017, a working group consisting of the Associate Provost, the AVP-Equity & Inclusion, the CRC Secretariat, the Senior Advisor to the Provost on Women Faculty, a number of deans, the members of the internal review committee, and the chairs – members of each of the designated groups from a range of disciplines and both Tier 1 and Tier 2 - met twice to provide input to the action plan. Based on the input from these meetings, an initial draft of the CRC EDI Action Plan was developed and provided to the CRC National program in December 2017.

During 2018, based on the draft plan, on well as concurrent UBC EDI efforts such as the Employment Systems Review and The Pay Equity Analysis, and feedback on the draft Action Plan, a smaller Action Plan Working Group was convened and has been meeting regularly to implement the actions and to revise the plan. The Employment Systems Review consulted broadly with designated equity groups across faculty and staff, and many of the results of the review appear in the Action Plan.

The current Action Plan Working Group is representative of designated equity group members, CRCs, and includes EDI experts as well.
PART C: Objectives, Indicators and Actions

Indicate what your institution’s top six key EDI objectives are, as well as the corresponding indicators and actions (as indicated in the action plan). For each objective, outline what progress has been made, with reference to the indicators. Use the contextual information box to communicate any progress made to date for each objective.

<table>
<thead>
<tr>
<th>Key Objective 1:</th>
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<tbody>
<tr>
<td><strong>Access:</strong> UBC’s Chairs are recruited through an open and transparent process, making use of evidence-based strategies to ensure applicants are representative of the diversity of researchers available.</td>
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<table>
<thead>
<tr>
<th>Corresponding actions:</th>
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<tr>
<td>By December 2018, develop guidelines and accompanying implementation plan for recruitment of Chairs with disabilities that will clearly outline how UBC will support these Chairs in order to succeed.</td>
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<table>
<thead>
<tr>
<th>Indicator(s):</th>
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<tr>
<td>Guidelines developed - comprehensive communication and education plan supporting it.</td>
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<table>
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<tr>
<th>Progress:</th>
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<tr>
<td>Remain at Work/Return to work program reviews and new supports for UBC employees; a 30% increase to the equipment accommodation fund.</td>
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</table>

<table>
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<tr>
<th>Next steps:</th>
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<tbody>
<tr>
<td>Development of guidelines, development of action plan, use of guidelines for supporting new hires.</td>
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</table>

<table>
<thead>
<tr>
<th>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</th>
</tr>
</thead>
<tbody>
<tr>
<td>New online course developed that addresses unconscious bias in recruitment to overcome UBC’s challenge of implementing new processes in a large and decentralized institution.</td>
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</tbody>
</table>

PROTECTED B WHEN COMPLETED
Key Objective 2:

Representation: UBC's Chairs are representative of the diversity of talented research available within and outside of BC, providing CRC's to designated equity groups at rates equal to or above the available workforce. Where possible, we will include those who have been traditionally under-represented within higher education, particularly those at the intersection of different designated equity groups.

Corresponding actions:


Indicator(s):

ESR recommendations incorporated in various plans and publicly available. Comparative review results being considered and inequalities addressed.

Progress:

Many of the recommendations of the ESR are incorporated in the Action Plan; comparative review results are being considered by the Action Plan Working Group.

Next Steps:

Action Plan Working Group to conduct more investigation into possible inequalities, surface those which are not dependent on discipline, and create potential options for addressing them; post progress and reports publicly.

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):

UBC is currently developing an Inclusion Action Plan to support and be supported by the CRC EDIAP, and to support the UBC Strategic Plan, and the Indigenous Strategic Plan.
**Key Objective 3:**

**Success:** In alignment with Shaping the Next Century, UBC's 2018 Strategic Research Plan, UBC's Chairs are able to collaborate and innovate with their peers while feeling supported and included in a diverse culture of research excellence.

**Corresponding actions:**

By December 2018, and annually thereafter, Chairs will be surveyed on an annual basis in November to develop an understanding of how Chairs perceive the support and inclusion they find in their workplace, and how that contributes to their ability to do good research.

**Indicator(s):**

Chairs change in perceptions of support and inclusion over time, particularly among those belonging to designated and equity groups.

**Progress:**

2018 Chairholders Experience Survey was conducted with a 66% response rate.

**Next Steps:**

More investigation is required to explore issues arising in the survey results to assess whether these are discipline-dependent and/or require other strategies to address, while respecting the confidentiality of respondents.

**Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):**

Exit interview will be conducted with all Chairs leaving UBC as of June 2019 to explore any equity issues that are diminishing retention.
### Key Objective 4:

<table>
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<tr>
<th>Corresponding actions:</th>
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<tbody>
<tr>
<td>Indicator(s):</td>
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<tr>
<td>Progress:</td>
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<tr>
<td>Next Steps:</td>
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</table>

Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):
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<tr>
<th>Key Objective 5:</th>
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<tr>
<td>Corresponding actions:</td>
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<tr>
<td>Indicator(s):</td>
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<tr>
<td>Progress:</td>
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<tr>
<td>Next Steps:</td>
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<tr>
<td>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</td>
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<tr>
<th>Key Objective 6:</th>
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<tr>
<td>Corresponding actions:</td>
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<td>Indicator(s):</td>
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<td>Progress:</td>
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<tr>
<td>Next Steps:</td>
</tr>
<tr>
<td>Contextual information (e.g., course correction, obstacles, early wins, etc.) (limit 80 words):</td>
</tr>
</tbody>
</table>
PART D: Challenges and Opportunities

Other than what has been outlined in the section above, outline any challenges and opportunities/successes, as well as best practices that have been discovered to date in developing and implementing the institutional equity, diversity and inclusion action plan (limit: 500 words):

UBC's CRC EDIAp has been revised in light of the other equity, diversity, and inclusion reviews, efforts, and plans being developed across the institution, and in response to the comments from the CRC National Programs Office regarding the December 2017 plan.

It is challenging to coordinate efforts for all aspects of equity, diversity, and inclusion because of the size of the institution, number of Faculties and Schools, and different campuses across British Columbia. Campuses have distinct cultures, and these cultures often drive processes. UBC's efforts are supported by a growing community of equity-minded faculty, staff, students, and leadership.

Though UBC is meeting most of its equity and diversity targets, it is lagging with respect to persons with disabilities. To narrow the gap between target and actual representations, we will work toward:

a) Identifying the factors that cause individuals with disabilities to be underrepresented among university faculty members in general, and Canada Research Chairs in particular;

b) Recommending policies and practices that promote the inclusion of disable individuals among UBC's faculty and CRC complements.

Our efforts will be guided by an extensive research literature on the nexus between disability and employment, including insightful articles by Burgstahler (1995), Gappa et a. (2010), and Jongbloed and Crichton (2007), and Ravander et al. (2010).

As Burgstahler (1994) commented: "We must continue to increase the understanding of factors affecting the under-representation of individuals (specifically, university undergraduates) with disabilities, implement creative programs to address problems, and share successful practices. Many small steps taken locally can, together, create a substantial impact and move us closer to a shared vision where people with disabilities have equal access to opportunities in science, engineering, and mathematics." We agree, but would widen the "shared vision" to include any area of academic interest.

Burgstahler (1994)


Appendix A - Institutional Equity, Diversity, Inclusion Action Plan Requirements

To remain eligible for the program, all institutions with five or more chair allocations must develop and implement an equity, diversity and inclusion action plan. This plan must guide their efforts for sustaining the participation of and/or addressing the underrepresentation of individuals (based on the institution’s equity gaps) from the four designated groups (FDGs)—women, Indigenous peoples, persons with disabilities and visible minorities—among their chair allocations. Institutions are expected to develop the plan in collaboration with individuals from each of the FDGs, chairholders, faculty and administrators responsible for implementing the program at the institution.

It is important to note that institutions can only address their gaps once chair positions become available (i.e., when their current chairholders’ terms end). However, it is expected that institutions will manage their chair allocations carefully in order to meet their equity and diversity targets, which includes choosing not to renew Tier 2 or Tier 1 chairholders as necessary.

Institutions must have action plans posted on their websites as of December 15, 2017. They must also email a copy of their action plan by email to the program at edi-edi@chairs-chaires.gc.ca. If an institution fails to meet these requirements by the deadlines stipulated, the program will withhold peer review and payments for nominations submitted to the fall 2017 intake cycle, and to future cycles as necessary, until the requirements are fulfilled.

Institutions must inform the Tri-agency Institutional Programs Secretariat when they revise or update their action plans by emailing edi-edi@chairs-chaires.gc.ca.

On December 15, 2018, institutions will be required to report to the program using the Equity, Diversity and Inclusion Progress Report, and publicly on their public accountability and transparency web pages, on the progress made in implementing their action plans and meeting their objectives.

The action plan must include, at a minimum, the following components:

1) Equity, Diversity and Inclusion Objectives and Measurement Strategies

- impactful equity, diversity and inclusion objectives, indicators, and actions that will enable swift progress towards:
  - addressing disadvantages currently experienced by individuals of the FDGs; and
  - meeting the institution’s equity targets and goals by December 2019—aggressive objectives must be set using this timeline based on the number of chair allocations that are (or will become) available in the institution within the next 18 to 24 months (the 18 months starts as of December 15, 2017, when the action plan is implemented).
• objectives should be S.M.A.R.T. (specific, measurable, aligned with the wanted outcome, realistic and timely), and include a measurement strategy for monitoring, reporting on progress, and course correcting if necessary, based on:
  o an employment systems review to identify the extent to which the institution’s current recruitment practices are open and transparent; barriers or practices that could be having an adverse effect on the employment of individuals from the FDGs; and corrective measures that will be taken to address systematic inequities (an example of corrective measures that could be taken by institutions in Ontario is provided on the Ontario Human Rights Commission website);
  o a comparative review—by gender, designated group, and field of research—of the level of institutional support (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.) provided to all current chairholders, including measures to address systemic inequities;
  o an environmental scan to gauge the health of the institution’s current workplace environment and the impact that this may be having (either positive or negative) on the institution’s ability to meet its equity, diversity, and inclusion objectives, and measures that will be taken to address any issues raised; and
  o the institution’s unique challenges based on its characteristics (e.g., size, language requirements, geographic location, etc.) in meeting its equity targets, and how these will be managed and mitigated.
• institutions will be required to report to the program and publicly on the progress made in meeting their objectives on a yearly basis.

2) Management of Canada Research Chair Allocations

Provide a description of:

• the institution’s policies and processes for recruiting Canada Research chairholders, and all safeguards that are in place to ensure that these practices are open and transparent;
• how the institution manages its allocation of chairs and who is involved in these decisions (e.g., committee(s), vice-president level administrators, deans / department heads);
• the institution’s decision-making process for determining in which faculty, department, research area to allocate its chair positions, and who approves these decisions;
• the decision-making process for how the institution chooses to use the corridor of flexibility in managing its allocation of chairs, and who approves these decisions;
• the decision-making process and criteria for determining whether Tier 2 and Tier 1 chairholders will be submitted for renewal and who is involved in these decisions;
• the process and criteria for deciding whether to advance individuals from a Tier 2 chair to a Tier 1 chair, and who is involved in these decisions;
• the process and criteria for deciding which chairholder(s) will be phased-out in the case where the institution loses a chair due to the re-allocation process, and who is involved in these decisions;
• the decision-making process for determining what level of support is provided to chairholders (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.), and who within the institution is involved in these decisions;
• safeguards taken to ensure that individuals from the FDGs are not disadvantaged in negotiations related to the level of institutional support provided to them (e.g., protected time for research, salary and benefits, additional research funds, office space, mentoring, administrative support, equipment, etc.);
• measures to ensure that individuals from the FDGs are not disadvantaged when applying to a chair position in cases where they have career gaps due to parental or health related leaves or for the care and nurturing of family members; and
• training and development activities related to unconscious bias, equity, diversity and inclusion for administrators and faculty involved in the recruitment and nomination processes for chair positions (acknowledging that research has shown unconscious bias can have adverse, unintended and negative impacts on the overall success/career of individuals, especially those from the FDGs).

3) Collection of Equity and Diversity Data

Provide a description of:

• the institution’s processes and strategies for collecting and protecting data on the FDGs (both applicants to chair positions and successful candidates);
• the institution’s strategies for encouraging individuals to self-identify as a member of the FDGs; and
• an example of the institution’s self-identification form as an appendix.

4) Retention and Inclusivity

Provide a description of:

• how the institution provides a supportive and inclusive workplace for all chairholders (including those from the FDGs) and how this is monitored (e.g., survey of chairholders, monitoring why chairholders leave the institution);
• the procedures, policies and supports in place that enable the retention of individuals from the FDGs;
• the process by which the institution manages complaints from its chairholders/faculty related to equity within the program;
• the contact information of an individual or individuals at the institution responsible for addressing any equity concerns/complaints regarding the management of the institution’s chair allocations; and
• a mechanism for how concerns/complaints are monitored and addressed, and reported to senior management.