Equity Office Annual Report 2000

Letter from the President

Dear Colleague:

In compliance with the requirements of UBC’s Policy on Discrimination and Harassment and to meet our obligations under the Federal Contractors Program, UBC’s Equity Office has produced annual reports since 1995. These reports document our efforts to establish a campus where every student, faculty, and staff member can study and work in an environment free from discrimination and harassment.

I am pleased to provide you with the Equity Office Annual Report 2000. This report describes the University’s progress toward educational and employment equity, as well as the University’s processing of complaints of discrimination and harassment. In addition, the report describes the Equity Office’s educational activities, which promote equity and prevent discrimination on campus.

After reading this report, please discuss it with your colleagues. The Equity Office welcomes your questions and comments.

Sincerely,

MARSHA C. PIPER

Message from the Associate Vice President, Equity

The equity office Annual Report 2000 summarizes campus activities that promote equity and provides statistics that track both progress toward equitable hiring practices and the resolution of discrimination and harassment complaints brought to the Equity Office.

The Equity Office could not achieve its goals without a well-trained, hard-working staff. Unfortunately, the Office said goodbye to two valued colleagues during 2000: Wale Adeyinka left his position as Equity Advisor to pursue a private consulting practice; Joan McIsaac retired early from her position as Administrative Secretary. We wish both Wale and Joan all the best in their new endeavours.

As a consequence of resignation, retirement, and medical leave, the Equity Office was short staffed for several months of 2000. Nonetheless, equity services were always available to the campus community. Skillfully juggling her roles as a Training Coordinator in Human Resources and as an Equity Advisor, Maura Da Cruz demonstrated her commitment to developing creative partnerships between the Equity Office and other campus units. Maura’s work integrates Equity Office programs into innovative, cross-campus initiatives such as Imagine UBC, the Leadership Program, and Train the Trainer. Meanwhile, Margaret Sarkissian, known across campus for her excellent performance in student service positions at UBC, kept the Office running smoothly throughout the year.

In the latter half of 2000, the Office welcomed two new advisors. Anne-Marie Long arrived at UBC with experience at Queen’s and Dalhousie universities in the provision of disability accommodation and redress of sexual harassment. Natasha Anuiah, a UBC graduate with degrees in Psychology and Counselling Psychology, came to us with previous work experience in student service positions at UBC and in the UK. In 2000, the Equity Office also welcomed a new Administrative Secretary: Chris McKay. In addition to providing secretarial support to the Equity Advisors, Chris also performs reception duties. We are delighted that Chris, who worked previously in many campus departments through Limited Time Only, chose the Equity Office for a permanent assignment at UBC.

The Equity Office collaborates and cooperates with many individuals and other University units. One example of this combined effort is the Equity Office Train the Trainer course. We want to thank Sue Eldridge (Enrolment Services), Pauline Fox (Housing & Conferences), Peter Godman (Human Resources), and Begum Verjee (Women Students’ Office) for helping Equity Office Advisors present workshops on discrimination and harassment.

We also thank Penny Dixon (Financial Services) and Kathy Hansen (Human Resources), whose efforts ensure the integration of employment equity data with the Integrated Human Resource Information System. And once again, we applaud Planning & Institutional Research (PAIR), which supports the work of the Equity Office through the development and maintenance of reporting systems and analyses of equity data. Our thanks to Ashley Lambert-Maberly, Louise Mol, Elmer Morishita, Sham Pendleton, Karima Samanini, Ron Soj, and especially, PAIR’s Director, Walter Sudmant, for assistance in making UBC’s data-driven equity program comprehensible and meaningful.

SHARON E. KAHN

Education & Training Report

The goal of UBC’s equity Office is to heighten campus awareness and understanding of two university policies: one of these policies concerns discrimination and harassment; the other, employment equity.

The Office achieves its goal through education. In 2000, we delivered 24 presentations and 44 workshops (see Figure 1). Audiences for these activities included the entire campus community: administrators, faculty, staff, students, union representatives, employee associations, and departmental equity committees (see Figure 2).

To serve the educational needs of the UBC community, the Office offers both standardized and specialty designed programs. Workshops and presentations cover a wide variety of human rights and equity-related topics, such as diversity, anti-racism, accommodation under human rights law, and employment equity.

Highlights of Equity Office Education and Training Initiatives

Standard Training Workshops
- “Anti-racism” and “Discrimination and Harassment Awareness” workshops for staff, offered through the Staff Training Program
- “Diversity and Inclusion in the Classroom” workshop for instructors and teaching assistants, offered through the Centre for Teaching & Academic Growth

Custom Workshops
- Workshops for managers and supervisors in the Bookstore, in Food Services, and in Land & Building Services
- Workshops for forestry graduate students, Vancouver School of Theology residence advisors, and Bookstore support staff
- Inclusion in the Classroom workshop for Forestry faculty

Figure 1: Education and Training by Type

January-December 2000

Figure 2: Education and Training by Audience

January-December 2000

<table>
<thead>
<tr>
<th>Workshop</th>
<th>Other</th>
<th>Presentation</th>
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<tbody>
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<td>Students</td>
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In order to integrate equity into the day-to-day activities of academic and administrative units, ubc’s Equity Office works closely with other units.

**Partnerships**

In order to integrate equity into the day-to-day activities of academic and administrative campus units, ubc’s Equity Office works closely with other units.

**Committee for an Inclusive Campus Community**

The Equity Office coordinates the Committee for an Inclusive Campus Community (cicc). cicc members include students, staff, and faculty who respect the cross-section of campus units. Participating units include the Alma Mater Society, Anthropology and Sociology, Campus Security, Centre for Teaching & Academic Growth, Disability Resource Centre, English Department, Faculty of Law, First Nations House of Learning, and the Women Students’ Office. Established in 1996, this group seeks to foster an inclusive campus community that not only respects but also values difference. To achieve its goals, cicc works in collaboration with both student groups and student service providers to develop and implement initiatives for an inclusive study and work environment.

The committee hosted the following cicc events in 2000:

- First Nations Stories and the Politics of Identity, a seminar for students, faculty, and staff
- Pride & Prejudice: the Road to Multiculturalism and Human Rights in bc, a video discussion to commemorate March 23: Elimination of Racial Discrimination
- Multi-racial Relationships, a panel discussion for students

**Dean of Science Ambassador Program**

The goal of the Dean of Science Ambassador Program is to give students a larger role in the Faculty of Science and the community. Student volunteers are involved in numerous activities such as education fairs, department open houses, Science Week events, workshops, mentoring programs, and Imagine ubc. As well, they publicize science events, write articles, and develop websites. Credits are assigned to each activity. To receive credit as an Ambassador, a student must complete a mandatory requirement, which includes three workshops on leadership and one on diversity.

The Equity Office and the Faculty of Science co-delivered six Diversity Training workshops to over 100 Dean of Science ambassadors.

**Image ubc**

The Equity Office, Women Students’ Office, and Imagine ubc delivered a module titled “Collaboration and Leadership: A Kernel of Knowledge” to over 400 My Undergraduate Group (mug) leaders.

**Leadership Program**

The Leadership Program, a 1999 initiative of the Women Students’ Office, is co-sponsored by Counselling Services, Equity Office, Faculty of Science, First Nations House of Learning, International Student Services, Learning Exchange, and Student Health Services.

- “Celebrating Individualism and Collaboration” and “Appreciating Diversity” workshops were offered to students across a number of units, including the Engineering Co-op Program and the Dean of Science Ambassador Program.
- The Equity Office and the Women Students’ Office developed a one-day leadership and diversity program, “Diversity, Collaboration and Citizenship Skills.” Two sessions were presented to student leaders in programs such as Colour Connected, International House, Safer Campus, and the Wellness Information Network.

**Diversity**

• In partnership with Student Services staff, “Student Success” workshops for Agricultural Sciences students
• “Leadership & Diversity” workshops for Housing & Conferences residence advisors
• Anti-racism workshop for Education students
• "Human Rights: Rights & Responsibilities" workshop for international students

**Standard Presentations**

Several presentations were made at orientation programs for students, staff, and faculty. These included

- Social Work and Dentistry students
- Housing & Conferences residence advisors
- University Orientation staff participants and Centre for Teaching & Academic Growth faculty participants
- Managers enrolled in the most course “Selection Interviewing: Ensuring Equity”
- Campus Security support staff

**Custom Presentations**

- What is ubc’s Equity Office?” for Computer Science and Graduate Studies students
- "Sexual Harassment: Prevention and Remedies" for Family Studies students
- "What is ubc’s Equity Office?” for Computer Science and Graduate Studies students
- "Anti-racism" workshop for Education students
- "Women in the Shadows" video presentation
- "Women of Colour in the Arts" seminar

**Train the Trainer**

Representatives from the Faculty Association, Housing & Conferences, Human Resources, and Land & Building Services participated in a two-day Train the Trainer program on discrimination and harassment awareness. Faculty and staff who complete Train the trainer co-lead Discrimination and Harassment Awareness workshops with Equity Office staff and serve as a training resource for their respective units or campus associations.

**Other Initiatives**

- ubc’s Equity Office
- organized display booths for students at Imagine ubc and First Nations orientation programs
- sponsored an end-of-term celebration for the Women of Colour Network
- Responded to 130 inquiries regarding the University’s Employment Equity and Discrimination Policies, as well as other human rights issues and practices. ubc administrators, faculty, staff, and students composed 85 per cent of these contacts; the other 15 per cent came from media reporters and representatives from government agencies and other educational institutions.

**Educational & Employment Equity Report**

ubc’s policy on employment equity (1990; revised, 1993) is based on principles of individual merit and achievement, which means that employment decisions at the University are based on job performance criteria—the skills, knowledge, and abilities relevant to specific positions. In keeping with these principles, the University’s Employment Equity Plan (1991; revised, 1997) is designed to make the University a fair and equitable workplace in terms of hiring, training, and advancement. The Plan also seeks to attract and retain members of the four groups that the Federal Contractors Program designates as traditionally under-represented: women, First Nations people, visible minorities, and persons with disabilities.

**Progress Toward Equity in 2000**

**Achievements in Educational and Employment Equity over the past year are listed under the four objectives of ubc’s Employment Equity Plan.**

**Objective A**

Review of ubc’s employment policies and practices for their potential discriminatory effect on members of designated groups; design of policies and practices to support employment equity opportunities for designated-group members.

1. The Board of Governors approved the Policy on Responsible Use of Information Technology Facilities and Services, which addresses harassment by email.

2. The Board of Governors approved revisions to the Policy on Advertising of Position Vacancies. These revisions permit the Provost to make non-competitive appointments in special circumstances, such as part-time positions and Natural Science and Engineering Research Council University Faculty Awards for Women.

3. To enhance ubc’s efforts to recruit and retain faculty, the University arranged for the Women’s Resources Centre to provide relocation and transition services for incoming faculty recruits and their partners.

4. The University Administration and the Faculty Association agreed to a one-time Professional Development Reimbursement for faculty members, including sessionals (previously, sessionals were not eligible for professional development funds). In addition, the University redressed a long-standing inequity by placing $1 million in a supplemental pension for long-term faculty and librarians who previously were ineligible to join the pension plan.

5. The University Administration revised the guidelines for the Professional Development Reimbursement Fund, thereby providing faculty on the Return to Work Program the same privileges accorded their full-time colleagues.

6. Faculty Relations created an online listing of available faculty positions, including positions for research associates and postdoctoral fellows.
7. Following a 1998 agreement, the University Administration and the Faculty Association conducted a review of long-term sessional faculty. As a result, 15 faculty appointments were converted from sessional to 12-month tenure positions.

8. Deans approved standardized wording for recruiting senior faculty from designated equity groups. “In order to increase the representation of members of designated equity groups among senior faculty, we may consider making an appointment at a higher rank for a woman, visible minority, disabled, or Aboriginal applicant with exceptional qualifications.”

9. The Senior Appointments Committee and Deans adopted a new document, “Guide to Promotion and Tenure Procedures at ubc,” to supplement the Agreement on Conditions of Appointment for Faculty.

10. The University Administration negotiated an agreement with the Association of Administrative & Professional Staff, bc Government Employees Union Child Care Services employees, and cupe 2278 for sick leave to attend ailing children, parents, and spouses, including same-sex partners, and as well, for adoption-leave provisions similar to those previously negotiated for maternity leave. The agreement between the Administration and cupe 2290 also includes a one-day, personal emergency leave.

11. The University Administration negotiated an agreement with cupe 116 and cupe 2278 to increase bereavement leave for immediate family members, including same-sex partners. The agreement between the Administration and cupe 2278 also includes sick leave to attend children, parents, and spouses, including same-sex partners.

12. To ensure that employees in traditionally female jobs are paid wages based on the fair value of their work, the University Administration and cupe 2290 entered the second phase of the Pay Equity Plan. This phase, which took effect August 2000, consists of a new pay structure with new pay bands. In addition, a new committee—the Job Evaluation Maintenance Committee—was formed to address the cupe 2290 reclassification requests and appeals. The committee consists of management and union representatives.

13. To enhance campus access for those who live or work downtown, ubc opened a Robson Square branch.

14. The Senate approved a new, broad-based admissions policy, which permits use of criteria additional to grade averages when evaluating applications from secondary school graduates who studied full-time outside Canada for at least one year immediately prior to applying to ubc for admission.

15. The Senate approved a policy on prior-learning assessment that enables students to achieve course credit through the formal assessment of competencies that have been acquired through either formal or informal learning. In another initiative to improve university access for adults and other non-traditional students, the Director of Advanced Studies in Continuing Studies was seconded to Student Services to provide support for at least one year immediately prior to applying to ubc for admission.

16. Deans agreed that Faculties would adopt “Effective Teaching Principles and Practices” from the Senate Report on Teaching Quality. Effectiveness, and Evaluation. These principles and practices include respect for the diverse talents and learning styles of students and sensitivity to intellectual and cultural diversity.

17. The Faculty of Graduate Studies approved recognition of certain courses taken by unclassified and non-degree students. In another policy revision, Graduate Studies eliminated restrictions on the number of ubc distance courses that students may take for credit towards a graduate degree (individual departments and graduate programs still may set some restrictions). These policy changes help students with childcare responsibilities or with disabilities to complete their course work in a timely way.

18. The TR3K 2000 Operational Target set a goal to increase the number of First Nations students by ten percent. Currently, 350 First Nations students are enrolled at ubc.

19. The Student Recruitment Strategy Report calls for increased efforts to recruit students from under-represented groups with disabilities. The Recruitment Strategy also affirms ubc’s commitment to developing a student body that reflects the multicultural nature of Vancouver’s and British Columbia’s populations as well as to providing appropriate accommodation and support for students whose first language is not English.

20. Senate approved a Faculty of Arts First Nations Studies Program.

21. In Fall 2000, the first students were admitted to the new MA program in Women’s Studies and Gender Relations. The Centre for Research in Women’s Studies and Gender Relations continued to work with Simon Fraser University on developing a cooperative PhD in Women’s Studies and Gender Relations.

22. In collaboration with Okanagan University College and University College of the Cariboo, the School of Social Work and Family Studies embarked on a three-year part-time Master of Social Work program through distance education. Distance education programs are particularly important to non-traditional students.

23. The Equity Office offered 24 workshops and 24 presentations to faculty, staff, and students on equity-related issues such as employment equity, anti-racism, diversity, and accommodation under human rights law (see Education & Training Report).

Objective B

Development of special measures and reasonable accommodation to achieve a ubc workforce representative of qualified applicant pools.

1. For several years, the proportions of designated equity-group members have remained relatively stable: women 52 per cent, Aboriginal people 1.5 per cent, visible minorities 23 per cent, and persons with disabilities 5 per cent (see ubc Workforce Report).

2. Since the academic year 1986/87, ubc has appointed women to 33 per cent of vacant tenure-track positions, a figure consistent with the proportion of women receiving Canadian university doctoral degrees. For the academic year 2000/01, ubc appointed women to 32 per cent of vacant tenure-track positions.

3. Academic departments continued to apply for University funds to increase the representation of members of equity groups (women, First Nations persons, members of visible minorities, and persons with disabilities) and to secure the employment of eminent academics by hiring spouses or partners with outstanding qualifications.

4. The Faculty of Science received three Natural Science and Engineering Research Council University Faculty Awards. These awards are intended to increase the number of women on faculty.

5. The Equipment Accommodation Fund and the Disability Resource Centre’s Access Fund were used to facilitate the purchase of ergonomic furniture, hearing aids, technologies, and computer enhancements for faculty and staff requiring special accommodation.

6. The Equity Enhancement Fund underwrote a Faculty of Arts initiative to mentor Aboriginal students and a First Nations Longhouse initiative to establish a Student Leadership Program.

7. The Health Promotion Program hired a second Return to Work Coordinator: ubc employee groups and the University Administration jointly developed the Return to Work Program to enable ill or injured employees to continue working or to return to work.

8. The University Administration sponsored ten faculty women at ubc Senior Women in Academic Administration in Canada conference at the University of Victoria.

9. For the eleventh year, ubc co-sponsored the Vancouver ywca’s Women of Distinction awards. Ten ubc women were nominated, including two students in the Young Woman of Distinction category. Two faculty members received awards in the categories of Health and Wellness, and Science, Research and Technology.

10. The Faculty Association Status of Women Committee sponsored a retirement planning workshop for women.

11. Canada Foundation for Innovation approved the Centre for Research in Women’s Studies and Gender Relations’ infrastructure proposal for new recruitment and admission offices in Autobiography, Gender, and Age.

12. The Centre for Research in Women’s Studies and Gender Relations and the Institute of Asian Research, in collaboration with the Simon Fraser University’s Women’s Studies Department, held a symposium and participatory forum, “Women’s Studies: Asian Connections.” Attendees from 21 countries helped Canadian Asian women and Women Studies students develop a network of professional connections.

13. Coordinated through the Alma Mater Society SafeWalk program, a White Ribbon campaign included a pancake breakfast to raise funds for and awareness of efforts to prevent violence against women. The ubc Administration matched the $1,300 raised at this event.

14. As co-sponsors, ubc and Simon Fraser University each granted $50,000 to PREDA Centre for Research on Violence against Women and Children: ubc students complete internships or conduct research at this centre.

15. Along with swift (Supporting Women in Information Technology), Simon Fraser University, the nsfbc-ubc Chair for Women in Science and Engineering for bc and the Yukon, and the New Media Innovation Ceun, ubc sponsored a one-day event to explore opportunities and provide support for girls and women in science and engineering.

16. In partnership with the university detachment of the bcmp, Campus Security offered women’s self-defense training as a complement to other university safety initiatives such as the Alma Mater Society SafeWalk program, the Security Bus, Blue Light Emergency Phones, and Campus Security bike patrols.

17. The Faculty of Arts held its first Arts Orientation for First Nations Students.

18. In conjunction with the First Nations House of Learning and Committee for an Inclusive Campus Community (cicc), the Equity Office sponsored a seminar, “First Nations Stories and the Politics of Identity.”

19. Ninety First Nations women and women of colour participated in a five-part Leadership Workshop. With support from the Equity Office and the Women Students’ Office, this project employed several First Nations women and women of colour and established a women’s cultural and professional network.
20. A First Nations House of Learning career fair promoted summer and career employment opportunities for First Nations students. The House of Learning and the Museum of Anthropology co-sponsored a workshop program for native youth.
21. The Faculty Association surveyed its members regarding their dis- abilities. A committee will analyze the data and thereby provide guidance to the Association and the Administration on the need for additional policies regarding faculty disability.
22. Pride UBC, an Alma Mater Society resource group for the lesbian, gay, bisexual, and transsexualed campus community, held a series of events that included speakers, a panel discussion, and a dance to cele- brate Out Week.

Objective C
Establishment of a cwc work environment that supports the successful integra- tion of designated group members.
1. UBC awarded an honorary degree to one of Canada’s first deaf persons hired to teach the deaf. This occasion marked the first time in Canada that a deaf person received an honorary degree and the first time a convocation address was delivered in American Sign Language.
2. The University Orientation Program for new employees was presented five times to a total of 170 staff and faculty; in addition, the University President held a reception to welcome new faculty and staff.
3. The Equity Office continued to participate in orientation programs for new employees through Human Resources and the Centre for Teach- ing & Academic Growth. In addition, the Equity Office participated both in Imagine UBC, an orientation program that welcomed 2,400 new undergraduate students, and in Faculty of Graduate Studies ori- entation activities for new students.
4. To complement Imagine UBC, the University initiated an orientation program for parents of new students. International Student Services also welcomed over 2,000 new international students.
5. The Office of the Vice President, Research, developed a Mentoring Network to support and develop special initiatives for new/junior fac- ulty members. A primary objective of the new initiative is to help new/ junior faculty better understand academic research procedures.
6. The Faculty of Education distributed equity reference binders to each of its departments.

Figure 3: Employment Equity Occupational Groups (EEOG)

EEOG Examples of UBC Positions

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<th>Examples of UBC Positions</th>
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<td>1</td>
<td>Senior Managers</td>
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<td>Associate Vice President, Dean, President, Registrar, University Librarian, Vice President</td>
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<td>Middle and Other Managers</td>
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<td>Associate Dean, Chair, Computer Systems Manager, Director, Financial Managers, Food Service Manager, Head</td>
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<td>University Teachers</td>
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<td>Assistant Professor, Associate Professor, Clinical Instructor, Instructor I and II, Lecturer, Member Extra Sessional Studies, Professor, Senior Instructor, Sessional Lecturer</td>
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<td>Semi-Professionals and Technicians</td>
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<td>Supervisors</td>
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<td>Supervisors: Crafts and Trades</td>
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<td>Farm Manager, Grounds Supervisor, Head Carpenter, Head Plumber, Head Manager, Mechanical Trades Supervisor, Sub-Head Electrician, Sub-Head Gardener</td>
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<td>Administrative &amp; Senior Clerical Personnel</td>
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<td>Administrative Assistant, Budget Analyst, Conference Coordinator, Executive Assistant, Lab Supervisor, Office Manager, Personnel Assistant, Secretary 1st, Senior Admissions Officer</td>
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<td>Skilled Trades &amp; Service Personnel</td>
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<td>Assistant Cook, Commissary Cook, Commissary Baker, First Cook, Head Cook, Relief Cook, Second Cook</td>
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<td>Skilled Trades &amp; Service Workers</td>
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<td>Bricklayer, Carpenter, Electrician, Locksmith, Maintenance Engineer I and II, Painter, Plumber, Sheet Metal Worker, Shift Engineer</td>
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<td>Clerical Personnel</td>
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<td>Administrative Clerk, Buyer 1st, Clerk 1st, Clerk 2nd, Office Assistant 1st, Secretary 1st, Computer Operator, Data Entry Clerk, General Clerk, Mail Clerk, Program Assistant, Store Person</td>
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<td>Intermediate &amp; Service &amp; Sales Workers</td>
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<td>Bookstore Assistant, Computer Salesperson, Dental Assistant, Housekeeper, Patrol Person, Sales Assistant, Sales Clerk, Utility Worker, Waiter/Waitress</td>
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<td>Semi-Skilled Manual Workers</td>
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<td></td>
<td>Clerk Driver, Farm Worker 1st, Miller, Nursery &amp; Greenhouse Gardener, Printing Operator 1st and 2nd, Spray Painter, Truck Driver</td>
</tr>
<tr>
<td>13</td>
<td>Other Sales &amp; Service Workers</td>
</tr>
<tr>
<td></td>
<td>Food Services Assistant, Gate Keeper, General Worker, Grocery Clerk, Janitor, Caretaker, Building Supplies Service Worker, Kiosk Assistant, Residence Attendant, Service Worker, Ice Maker</td>
</tr>
<tr>
<td>14</td>
<td>Other Manual Workers</td>
</tr>
<tr>
<td></td>
<td>Labourer 2, Labourer 3 (Comet &amp; Hey), Labourer 3 (Special)</td>
</tr>
<tr>
<td>15</td>
<td>Other Sales &amp; Service Workers</td>
</tr>
<tr>
<td></td>
<td>Food Services Assistant, Gate Keeper, General Worker, Grocery Clerk, Janitor, Caretaker, Building Supplies Service Worker, Kiosk Assistant, Residence Attendant, Service Worker, Ice Maker</td>
</tr>
</tbody>
</table>

7. The Equity Office revised “Promoting Equity in Employment at UBC: An Administrator’s Guide to Hiring Staff and Faculty” and distributed copies to all academic and administrative units.
8. The Equity Office participated with the Committee for an Inclusive Campus Community (cicc) and other campus groups in sponsoring the third annual one-day conference to commemorate the Interna- tional Day for the Elimination of Racial Discrimination.
9. The Equity Office, Counselling Services, International House, and the Committee for an Inclusive Campus Community (cicc) collaborated on a presentation entitled “Multi-racial Relationships,” a panel discussion on communication and values among family members with diverse backgrounds.
10. Equity Office staff served on the advisory committee for the Faculty of Education’s David Lam Multicultural Chair.
11. Equity Office staff and the Faculty of Science co-delivered six diversity training workshops to over 100 students in the Dean of Science Am- bassador program.
12. The Equity Office and Planning & Institutional Research (pain) made a presentation on women in UBC’s workforce to the Faculty Associa- tion’s Status of Women Committee.
13. Equity Office staff contributed to drafting university-wide surveys on student safety and on the graduate student experience.
15. In cooperation with the Equity Office, Human Resources offered a workshop, “Selection Interviewing: Ensuring Equity” five times to a total of 68 staff, including administrators and union employees. As of 2000, over 500 UBC staff have received this training.
16. Seeking to enhance their workplace skills, 400 employees logged 840 registrations in the Human Resources’ career Program. Course offerings included workshops on disability issues, anti-racism, and diversity.
17. The 2001 Program offered two 12-week workplace language skills pro- grams to 42 employees. Best is available at no cost to employees wishing to improve their command of English. The program helps em- ployees improve their reading, writing, listening, and speaking skills. In 2000, eligibility for Best was extended to employees in the postdoctoral and research associate positions.
18. The 2001 Job Skills Training Program offered staff training to improve job performance skills and to enhance opportunities for transfer and promotion. Since August 2000, 134 employees have logged 200 registrations in Job Skills courses.
19. With funding from the Alma Mater Society Innovative Project Fund, the Equity Office and the Women Students’ Office delivered a stu- dent’s leadership training program in citizenship skills. The program explored ways diversity can enhance both collaboration and individu- alism.
20. The University again received provincial government “Safer Campus” funding for installation of security lights, especially on the north end of campus, where there is higher nighttime pedestrian traffic, particu- larly along West Mall and in associated parking areas.
21. The Alma Mater Society expanded its SafeWalk program following a student referendum that approved additional funding of $75,750. This money will fund an additional team of walkers during peak times.
22. The Women Students’ Office SafeCampus Peer Educators continued to offer interactive workshops for students on acquaintance sexual assault and other personal safety issues.
23. With funding from the Alma Mater Society Innovative Projects Fund, the Personal Security Coordinator’s Office conducted a personal secu- rity mapping survey to determine areas on campus where people feel safe and where they do not. Over 700 respondents provided informa- tion that will be used to determine future safety measures.
24. The Health, Safety & Environment Department initiated an office er- gonomics improvement program with the objective of preventing repetitive strain injuries associated with improper workstation setup and inappropriate work practices.
25. The Vancouver Institute public lecture series included Virginia Valian, Cecil and Ida Green Visiting Scholar, speaking on “The Advancement of Women: Why So Slow?”
26. Housing & Conferences, in conjunction with the Alma Mater Society and Student Services, hosted three performances of theatrical presen- tations on cultural diversity.

Objective D
Adoption of monitoring and accountability mechanisms to evaluate and adjust ubc’s employment equity program.
1. The Equity Office administered the employment equity census to the newly hired faculty and staff. The overall response rate to this census was 71 per cent (8,492 employees—see UBC Workforce Data).
2. The Equity Office produced its fifth annual report reviewing the Uni- versity’s progress toward equity and providing an overview of case processing and resolution of complaints of discrimination and harass- ment, as well as the Office’s educational and training activities. UBC’s Equity Office Annual Report 1999 was published in UBC Reports (April 2000) and appears on the Equity Office’s website, http://www.equity.ubc.ca.
Equity Group Distribution of Tenure-Track Faculty

Figure 10 shows the annual gender distribution of new tenure-track faculty appointments from the 1986/87 academic year through January 2001. ubc met its goal to hire women to fill at least 35 percent of vacant tenure-track faculty positions several times over these 15 years. As of January 2001, the University has hired women to fill 32 percent of available positions for the academic year 2000/01. The 35 percent goal is based on the proportion of women receiving doctoral degrees from Canadian universities.

Figure 11 also shows the number of men and women among new tenure-track faculty appointments for the past fifteen years. Trend lines drawn through both the total number of faculty appointments as well as the number of men hired since the 1986/87 academic year reveal declines. A trend line drawn through the number of women hired over these 15 years reveals a more stable trend.

Figure 12 shows the gender distribution of full-time faculty by rank. Since 1985/86, the proportion of women has risen from 16.4 percent to 24.3 percent among all tenure-track faculty—an increase of 114 women in tenure-track positions. In the same period, the number of men has declined by 239. The greatest gains for women faculty have been made at the ranks of Professor and Associate Professor.
Figure 7: ubc’s Employment Equity Census

<table>
<thead>
<tr>
<th>Employment Equity Occupational Group</th>
<th>1998</th>
<th>1999</th>
<th>2000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Managers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle and Other Managers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>University Teachers*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled Trades</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supervisors</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative &amp; Senior Clerical Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skilled Trades &amp; Service Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clerical</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Semi-skilled Manual Workers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Sales &amp; Service Personnel</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Manual Workers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* University Teachers includes sessional and extra-sessional appointments. Faculty with administrative appointments are included among Middle and Other Managers, or Senior Managers.

** IRP: Income Replacement Plan

Note: Data from employees with disabilities who self-identify on ubc’s employment equity census and employees who were on the University’s Income Replacement Plan on the last day of May.

Figure 8: Response Rate to ubc’s Employment Equity Census

<table>
<thead>
<tr>
<th>Year</th>
<th>Senior Managers</th>
<th>Middle and Other Managers</th>
<th>University Teachers*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>93.0%</td>
<td>90.3%</td>
<td>79.1%</td>
</tr>
<tr>
<td>1999</td>
<td>93.8%</td>
<td>89.4%</td>
<td>79.4%</td>
</tr>
<tr>
<td>2000</td>
<td>93.8%</td>
<td>89.4%</td>
<td>79.4%</td>
</tr>
</tbody>
</table>

** IRP: Income Replacement Plan

Note: Under the Act Workforce covers both crown corporations and federally-regulated, private sector employers.

Figure 9: Representation of Members of Designated Groups in the Canadian Labour Force

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Woman</td>
<td>51.6%</td>
<td>51.1%</td>
<td>50.8%</td>
<td>49.4%</td>
<td>48.4%</td>
</tr>
<tr>
<td>Aboriginal People</td>
<td>2.1%</td>
<td>1.5%</td>
<td>1.9%</td>
<td>2.0%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Persons with Disabilities (incl. IRP)**</td>
<td>6.3%</td>
<td>6.8%</td>
<td>7.3%</td>
<td>7.4%</td>
<td>7.4%</td>
</tr>
</tbody>
</table>

* Under the Act Workforce covers both crown corporations and federally-regulated, private sector employers. ** IRP: Income Replacement Plan

Figure 10: ubc’s Workforce: New Tenure Track Faculty Appointments (Jan. 31, 2001)

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>567</td>
<td>541</td>
<td>26</td>
</tr>
<tr>
<td>1997</td>
<td>577</td>
<td>554</td>
<td>23</td>
</tr>
<tr>
<td>1998</td>
<td>583</td>
<td>557</td>
<td>26</td>
</tr>
<tr>
<td>1999</td>
<td>590</td>
<td>565</td>
<td>25</td>
</tr>
</tbody>
</table>

As shown in Figure 15, patterns of gender distribution differ dramatically in different faculties and schools. For example, women make up 33.3 per cent of faculty in the School of Architecture; 60.7 per cent of faculty in the School of Nursing, and 8.8 per cent of faculty in Engineering. Thus, women make up 27.6 per cent of faculty in the Faculty of Applied Science. Commerce and Science have respectively 8.6 per cent and 13 per cent women in faculty positions. Education has 48.0 per cent women.

Faculty Attraction and Progress Through the Ranks

A number of questions related to equity can be answered by following a specific cohort of newly hired faculty for a period of time. Figure 15 reveals the status ten years later of faculty hired as assistant professors in 1989 and 1989—135 men and 48 women. (Three female faculty members were hired in Nursing and Rehabilitation Sciences in these two years, but were excluded from this analysis because faculty in these Schools may be hired without doctorates. Faculty without doctorates generally do not achieve full professor rank.)

At the end of ten years, 24 (15 per cent) of the group had reached the level of full professor; 26 (17 per cent) were associate professors; 12 (seven per cent) remained as assistant professors; and 71 (49 per cent) had left ubc.

If the rates of attrition were exactly the same for men and women, we would expect 52 men (39 per cent) and 19 women (39 per cent) to have left ubc after 10 years. In actuality, one more man and one fewer woman left than would be expected. Similarly, if the rates of promotion were exactly the same for men and women, we would have seen 18 men (13 per cent) and 6 women (13 per cent) at the rank of full professor after 10 years. In actuality, 23 men and one woman achieved this rank after 10 years. If the promotion rates for men and women were exactly the same, we would expect 5 fewer men (18) and 5 more women (6) at the full professor rank than actually achieved this rank.

The statistical significance of the difference between the actual and expected numbers was tested using a chi-squared statistic. The result shows a statistically significant difference.

Comparison of the ubc’s Workforce and ubc Graduates

Figure 26 compares ubc’s workforce with ubc graduates from the classes of 1991, 1993, 1995, and 1997. The proportion of women and visible minorities among ubc faculty and staff is smaller than the proportion of women and visible-minority students who recently graduated from ubc. The proportion of ubc faculty and staff who self-identify as aboriginal people has risen to match their proportion in recent graduates from the university. The number of persons with disabilities in ubc’s workforce is slightly larger than the number of recent graduates who self-identify as having a disability.

Discrimination & Harassment Report

ubc’s policy on discrimination and harassment (1995; revised, 1996) provides procedures for managing and remedying complaints of discrimination and harassment.

In the context of ubc’s Policy, the terms “discrimination” and “harassment” refer to intentional or unintentional behaviour for which there is no reasonable justification. On the basis of characteristics defined by the 1977 Human Rights Code, discrimination and harassment adversely affect both individuals and groups.

Under this code, ubc must not discriminate against students, faculty, or staff on thirteen prohibited grounds, such as religion, place of origin, and sexual orientation. Recent court decisions also have established ubc’s clear obligation to maintain a discrimination-free work and study environment. This obligation falls upon all individuals who supervise the work or conduct of others. “Supervisors” may include faculty members, administrators, or managers.
Equity Office procedures for handling discrimination and harassment complaints offer a clear, equitable approach to problem resolution and supplement other University mechanisms, such as those of employee associations and unions, the courts, the Human Rights Commission, and the Office of the Ombudsman.

The Equity Office divides discrimination and harassment complaints into five categories:

- **PHILOMENIC ENVIRONMENT**
  - Any conduct or comment about personal characteristics that are protected under the Policy on Discrimination and Harassment—for example, ethnicity, gender, sexual orientation, disability, or age—that has the effect of creating a hostile, intimidating, or offensive environment
- **QUID PRO QUO**
  - Coercive sexual conduct involving rewards or threats
- **ASSAULT**
  - Unwelcome physical contact, including fondling, touching, and the use of force
- **OTHER FORMS OF DISCRIMINATION**
  - Conduct that compromises the access, opportunity, or evaluation of an individual on the basis of personal characteristics unrelated to performance and protected under the Policy
- **ALLEGATIONS NOT COVERED BY THE POLICY**
  - Behaviour that offends human rights, but that involves a respondent or takes place at a location not under UBC's jurisdiction, or that falls out-

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**Figure 12: UBC Workforce: Gender Distribution of Full-Time Faculty by Rank (31 October)**

<table>
<thead>
<tr>
<th>Professor</th>
<th>Assistant Professor</th>
<th>Associate Professor</th>
<th>Lecturer</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>83/84</td>
<td>698</td>
<td>35</td>
<td>497</td>
<td>85</td>
<td>293</td>
</tr>
<tr>
<td>85/86</td>
<td>687</td>
<td>54</td>
<td>471</td>
<td>40</td>
<td>319</td>
</tr>
<tr>
<td>86/87</td>
<td>655</td>
<td>55</td>
<td>658</td>
<td>94</td>
<td>290</td>
</tr>
<tr>
<td>87/88</td>
<td>689</td>
<td>49</td>
<td>490</td>
<td>100</td>
<td>504</td>
</tr>
<tr>
<td>88/89</td>
<td>689</td>
<td>49</td>
<td>490</td>
<td>100</td>
<td>504</td>
</tr>
</tbody>
</table>

**Note:** Excludes President, Vice Presidents, Associate Vice Presidents, and Deans.

---

**Figure 13: UBC Workforce: Gender Distribution of Full-Time Faculty by Faculty and School (May 31, 2000)**

<table>
<thead>
<tr>
<th>Professor</th>
<th>Associate Professor</th>
<th>Assistant Professor</th>
<th>Lecturer</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td></td>
<td></td>
</tr>
<tr>
<td>83/84</td>
<td>698</td>
<td>35</td>
<td>497</td>
<td>85</td>
<td>293</td>
</tr>
<tr>
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<td>54</td>
<td>471</td>
<td>40</td>
<td>319</td>
</tr>
<tr>
<td>86/87</td>
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<td>55</td>
<td>658</td>
<td>94</td>
<td>290</td>
</tr>
<tr>
<td>87/88</td>
<td>689</td>
<td>49</td>
<td>490</td>
<td>100</td>
<td>504</td>
</tr>
<tr>
<td>88/89</td>
<td>689</td>
<td>49</td>
<td>490</td>
<td>100</td>
<td>504</td>
</tr>
</tbody>
</table>

**Note:** Includes President, Vice Presidents, Associate Vice Presidents, and Deans.
Figure 14: UBC Workforce: Equity Group Distribution of Tenure-Track Faculty by Rank as a Percent of All Respondents (3 May)

<table>
<thead>
<tr>
<th>Year</th>
<th>By Visible Disability</th>
<th>Total</th>
<th>%</th>
<th>By Self-Identified Disability</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>By Self-Identified Disability</td>
<td>1,430</td>
<td>1.09</td>
<td>By Self-Identified Disability</td>
<td>1,430</td>
<td>1.09</td>
</tr>
<tr>
<td>2001</td>
<td>By Visible Disability</td>
<td>1,430</td>
<td>1.09</td>
<td>By Self-Identified Disability</td>
<td>1,430</td>
<td>1.09</td>
</tr>
</tbody>
</table>

By Self-Identified Disability

<table>
<thead>
<tr>
<th>Year</th>
<th>By Self-Identified Disability</th>
<th>Total</th>
<th>%</th>
<th>By Self-Identified Disability</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>By Self-Identified Disability</td>
<td>1,430</td>
<td>1.09</td>
<td>By Self-Identified Disability</td>
<td>1,430</td>
<td>1.09</td>
</tr>
<tr>
<td>2001</td>
<td>By Visible Disability</td>
<td>1,430</td>
<td>1.09</td>
<td>By Self-Identified Disability</td>
<td>1,430</td>
<td>1.09</td>
</tr>
</tbody>
</table>

By Visible Minority

<table>
<thead>
<tr>
<th>Year</th>
<th>By Visible Minority</th>
<th>Total</th>
<th>%</th>
<th>By Visible Minority</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>By Visible Minority</td>
<td>1,430</td>
<td>1.09</td>
<td>By Visible Minority</td>
<td>1,430</td>
<td>1.09</td>
</tr>
<tr>
<td>2001</td>
<td>By Visible Minority</td>
<td>1,430</td>
<td>1.09</td>
<td>By Visible Minority</td>
<td>1,430</td>
<td>1.09</td>
</tr>
</tbody>
</table>

By Aboriginal

<table>
<thead>
<tr>
<th>Year</th>
<th>By Aboriginal</th>
<th>Total</th>
<th>%</th>
<th>By Aboriginal</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>By Aboriginal</td>
<td>1,430</td>
<td>1.09</td>
<td>By Aboriginal</td>
<td>1,430</td>
<td>1.09</td>
</tr>
<tr>
<td>2001</td>
<td>By Aboriginal</td>
<td>1,430</td>
<td>1.09</td>
<td>By Aboriginal</td>
<td>1,430</td>
<td>1.09</td>
</tr>
</tbody>
</table>

By Self-Identified Disability

<table>
<thead>
<tr>
<th>Year</th>
<th>By Self-Identified Disability</th>
<th>Total</th>
<th>%</th>
<th>By Self-Identified Disability</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>By Self-Identified Disability</td>
<td>1,430</td>
<td>1.09</td>
<td>By Self-Identified Disability</td>
<td>1,430</td>
<td>1.09</td>
</tr>
<tr>
<td>2001</td>
<td>By Visible Minority</td>
<td>1,430</td>
<td>1.09</td>
<td>By Self-Identified Disability</td>
<td>1,430</td>
<td>1.09</td>
</tr>
</tbody>
</table>

By Aboriginal

<table>
<thead>
<tr>
<th>Year</th>
<th>By Aboriginal</th>
<th>Total</th>
<th>%</th>
<th>By Aboriginal</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>By Aboriginal</td>
<td>1,430</td>
<td>1.09</td>
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<td>1,430</td>
<td>1.09</td>
</tr>
<tr>
<td>2001</td>
<td>By Aboriginal</td>
<td>1,430</td>
<td>1.09</td>
<td>By Aboriginal</td>
<td>1,430</td>
<td>1.09</td>
</tr>
</tbody>
</table>

By Visible Minority

<table>
<thead>
<tr>
<th>Year</th>
<th>By Visible Minority</th>
<th>Total</th>
<th>%</th>
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<th>Total</th>
<th>%</th>
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<tbody>
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<td>By Visible Minority</td>
<td>1,430</td>
<td>1.09</td>
<td>By Visible Minority</td>
<td>1,430</td>
<td>1.09</td>
</tr>
<tr>
<td>2001</td>
<td>By Visible Minority</td>
<td>1,430</td>
<td>1.09</td>
<td>By Visible Minority</td>
<td>1,430</td>
<td>1.09</td>
</tr>
</tbody>
</table>

The difference between the distribution of final ranks for men and women is statistically significant. The probability of such differences occurring by chance are less than 1 in 2000.

Figure 15: Status of Newly Hired Faculty After 10 Years (excludes Nursing and Rehabilitation Sciences)

![Table showing status of newly hired faculty after 10 years](image)

The leading causes of human rights problems at UBC in both 1999 and 2000 were discrimination and harassment on the basis of sex, gender, ethnicity, and disability.

Complaints Received in 2000

The Equity Office provided consultation and case management assistance to students, faculty, and staff, including administrative heads of unit, executive members of employee associations, and members of department equity committees.

Complaints accepted by the Equity Office were resolved by complainants themselves, through the intervention of Equity Advisors or administrative heads with complainants and respondents, or by a collaborative process involving Equity Advisors, administrative heads, complainants, and respondents.

Many complainants who visited the Equity Office did so for only one or two sessions and did not request Equity Office interventions. Some complainants sought information and advice on how they might address problems themselves. Others reported being too fearful of retaliation to confront respondents or to inform administrative heads.

The Equity Office categorizes complaints as either ‘consultations’ or ‘cases.’ ‘Consultations’ involve providing information and advice to complainants and administrators who then proceed to manage complaints on their own. ‘Cases’ involve the Equity Office in direct intervention with the parties to a complaint. This report combines ‘cases’ and ‘consultations’ under the term ‘complaints.’

As in the past three years, no case went to a formal investigation in 2000. One complaint, in which a student alleged that a disability had not been appropriately accommodated, was resolved through the services of an external mediator.

In 2000, the Office participated in efforts to resolve 69 fewer complaints than in 1999, a drop that can be accounted for partly by revised methods of record keeping: this past year, Equity Advisors did not record inquiries that required little time, such as single telephone calls or email letters consisting of a few questions. During 2000, Equity Advisors responded to approximately 50 inquiries about complaints that, if added to the recorded complaints, would bring the number of complaints in 2000 close to the number of complaints handled in 1999.

Other reasons for the drop in number of complaints may be due to the Equity Office offering educational sessions and networking with other campus service organizations. Another contributing factor may be the introduction of UBC’s Policy on Academic Accommodation for Students with Disabilities. Additionally, due to staff turnover and staff illness, which required extensive sick leave, the Office was under-staffed for several months. Although the Office did not turn anyone away during this time, difficulty in reaching an advisor may have led some people to seek help in other avenues.

Complainants brought 136 new complaints to the Equity Office. Of these, 85 (63 per cent) were in which the Office was not asked to intervene, and 51 (37 per cent) were cases which involved the Office in attempts to address and resolve concerns. Of the 136 complaints, 61 (45 per cent) were covered by UBC’s Policy on Discrimination and Harassment. Of the 136 complaints, 75 (55 per cent) fell outside of the Office’s mandate for reasons previously discussed in ‘Allegations Not Covered by the Policy.’ Figure 17 tracks the number of complaints of discrimination and harassment presented to the Equity Office in 1999 and 2000, during which time the proportion of complaints covered by the Policy increased from 86 out of 205 (42 per cent) to 61 out of 136 (45 per cent).

The UBC Bachelor’s Degree Graduates by Equity Group

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The difference between the distribution of final ranks for men and women is statistically significant. The probability of such differences occurring by chance are less than 1 in 2000.
Figure 17: Discrimination and Harassment Complaints Covered by UBC’s Policy

In 2000, 53 out of 136 (39 per cent) complaints concerned human rights issues not covered by ubc’s Policy; the behaviours or events were outside the one-year limit, were covered by other University policies or procedures, or involved a complainant or respondent not under ubc’s jurisdiction. The remaining 22 complaints that were not covered by the Policy concerned personal harassment involving interpersonal conflicts between peers, between supervisors and their employees, or between faculty and students.

Of complaints not covered by ubc’s Policy, the largest group, 38 of 75 (51 per cent), fell into the category of “behaviour covered under other ubc policy or procedure.” Personal harassment followed at 32 of 75 (42 per cent). These figures are similar to those of 1999 when 53 per cent of the complaints not covered by ubc’s Policy on Discrimination and Harassment involved behaviour covered under other ubc policies or procedures and 35 per cent of complaints not covered by ubc’s Policy involved personal harassment.

Figure 18 describes the contexts of the events that gave rise to complaints of discrimination and harassment in 1999 and 2000. The proportion of complaints that occurred in academic contexts stayed consistent at 54 per cent in 1999, and 53 per cent in 2000. At the same time, the proportion of complaints that occurred in employment contexts fell from 39 per cent in 1999 to 35 per cent in 2000.

Figure 19 provides a gender breakdown of parties involved in the discrimination and harassment complaints. As in previous years, women were much more likely to be complainants (70 per cent) and men were much more likely to be respondents (49 per cent). Women brought the largest group of complaints against men (28 per cent), followed by complaints by women against a department or the University (15 per cent), and complaints by women against other women (13 per cent). Men brought complaints against other men (11 per cent), against women (7 per cent), and against a department or the University (6 per cent). Complaints by women against men rose from 13 per cent in 1999 to 18 per cent in 2000; complaints by men against women decreased from 12 per cent in 1999 to 7 per cent in 2000. Complaints by women against a department or the University rose from 10 per cent in 1999 to 15 per cent in 2000; complaints by men against a department or the University fell from 11 per cent to 6 per cent over the same period.

The gender of some complainants and respondents was unknown, and some complainants and respondents were in groups containing both men and women. Examples of complaints where the respondent is unknown are allegations of harassment by anonymous email, notes, or phone calls, or stalking by a stranger. As well, administrators or other third parties who seek assistance from the Equity Office may not reveal the gender of a complainant or respondent, and when the respondent is a group, department, or an association, gender cannot be designated. In both 1999 and 2000, three per cent of the complaints involved complainants either in a group comprised of both genders or an individual whose gender was unknown.

Figure 20 shows that students continue to bring the largest number of complaints to the Equity Office. In 2000, undergraduate students brought 38 per cent of all complaints; graduate students, 28 per cent. The combined figure for undergraduate and graduate students as complainants increased from 54 per cent of all complaints in 1999 to 56 per cent in 2000. The next two largest groups bringing complaints were support staff and faculty. In 1999, support staff brought 36 per cent of all complaints; in 2000, support staff brought 28 per cent. In 1999, faculty brought 15 per cent of all complaints; in 2000, faculty brought 13 per cent.

Figure 21 indicates the position of complainants at the University relative to respondents. In 1999, the largest group of complainants—57 out of 205 (28 per cent)—were brought against undergraduate and graduate students, with 21 per cent of the complaints brought against undergraduates as respondents. In 2000, faculty made up the largest group of respondents—25 out of 136 (26 per cent), with students a close second (25 per cent).
In 1999 and 2000, student complaints about other students remained stable (19 per cent in 1999 and 20 per cent in 2000). Student complaints about support staff also remained stable (three per cent in 1999 and two per cent in 2000). However, student complaints about management and professional staff dropped from seven per cent in 1999 to two per cent in 2000, while student complaints about faculty rose from 13 per cent to 18 per cent during the same period. Complaints about a department or the University comprised nine per cent of student complaints in both 1999 and 2000.

In 2000, 40 per cent of complaints brought by support staff named management and professional staff as respondents, followed by complaints against a department or the University (28 per cent). Support staff brought complaints against other members of support staff 20 per cent of the time. Support staff had named these same three groups in the majority of their complaints in 1999 as well.

After students and support staff, faculty members comprised the third largest group of complainants. Faculty complaints against students remained stable at 37 per cent in 1999 and 36 per cent in 2000. Faculty complaints against other faculty members rose from 23 per cent in 1999 to 28 per cent in 2000. The third largest category of respondents to faculty complaints in 2000 was the department/university category in which complaints rose from 23 per cent in 1999 to 24 per cent in 2000.

A Complaint on the Ground of Sexual Orientation

An administrative member who named her supervisor in her complaint was found to have sexually harassed her. The advisor met with the complainant to discuss the situation and recommended that the advisor meet with the supervisor to discuss the harassment.

A Complaint on the Ground of Disability

A female undergraduate complained about her professor omitting her from a class discussion and giving her a lower grade. The advisor met with the complainant and discussed strategies for handling similar situations in the future.

Complaints outside the Equity Office’s Mandate

An employee reported that she was having problems with her supervisor. She complained that she was not fairly remunerated for her work or recognized for her contributions to group projects. After she complained to her supervisor, he began to find fault in her work, denied her professional development, and began to freeze her out of meetings. The advisor met with the complainant and discussed strategies for addressing similar situations in the future.

A Complaint of Racial Harassment

A male student who complained about being subjected to racial slurs by another student was found to have engaged in racist behaviour. The advisor met with the complainant to discuss the situation and recommended that the advisor meet with the other student to discuss the implications of the behaviour.

A Complaint on the Ground of Sexual Orientation

A female student who worked part-time on campus reported that she was sexually harassed by a co-worker who made unwanted sexual comments and jokes. The advisor discussed ways the student might be able to address this behaviour with her supervisor and/or the respondent, and the advisor met with the respondent to discuss this issue.

A Complaint of Sexual Harassment

A female graduate student complained that male students in her lab asked her to do their photocopying, make coffee, and clean up afterwards. The supervising faculty member who had witnessed this behaviour had not admonished the other students. The Equity Advisor agreed to talk to the advisor and work with him to remedy the concern.

In 1999 and 2000, student complaints about other students remained stable (19 per cent in 1999 and 20 per cent in 2000). Student complaints about support staff also remained stable (three per cent in 1999 and two per cent in 2000). However, student complaints about management and professional staff dropped from seven per cent in 1999 to two per cent in 2000, while student complaints about faculty rose from 13 per cent to 18 per cent during the same period. Complaints about a department or the University comprised nine per cent of student complaints in both 1999 and 2000.

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player. The Equity Advisor explored with the employee whether her con-

clict with her supervisor was related to one of the grounds protected from
discrimination by human rights legislation. As the conflict ap-

curred to be "personal harassment," the Equity Advisor suggested the
employee bring her concern to the attention of her supervisor’s Adminis-

trative Head or her employee association.

A female student complained that her ex-partner, who had no associa-
tion with ubc, insisted they resume their relationship and stalked her when she refused. The Equity Advisor referred the student to the Police,

who issued a restraining order. As well, the Advisor talked about strate-
gies to protect her safety and arranged for counselling and support services.

A Complaint by One Student about Another

A male student reported harassment by a female student in one of his classes. The Equity Advisor met with both parties and, after the first at-
tempt to stop the behaviour did not fully succeed, worked with the

Administrative Head to remove the female student from the classroom.

The harassment stopped.

A Complaint by a Support Staff Member about a Manager

A male staff member, an immigrant with English as a second language, complained of bias in shift allocation and professional development op-

portunities. He also complained of other staff members’ culturally insensitive remarks. Afraid of retaliation, the complainant did not want to

press a complaint against his supervisor. The Equity Advisor agreed to
talk in confidence with the Administrative Head and to arrange an e-
ducational session in the unit.

A Complaint by a Faculty Member about Another Faculty Member

A faculty member complained he was receiving communications of a personal nature from a colleague. The Equity Advisor discussed ways in

which he could communicate to his colleague that the messages were
unwelcome and inappropriate.

Case Outcomes

The primary goal of complaint resolution—and of human rights legis-

lation—is to remedy situations individuals find difficult to resolve on

their own. Often the Equity Office complaint-resolution process involves helping complainants develop skills to take action without direct inter-

vention by the Equity Office, for example, to approach respondents or to

ask administrative heads to do so. In situations such as these, complain-
ants may not return to the Equity Office to report on the outcome of

their actions, or the Equity Office may not receive reports from the Ad-

ministrative Head of Unit on actions taken.

During 2000, the Equity Office intervened directly in 33 human rights cases under ubc’s Policy on Discrimination and Harassment. As of De-

cember 31, 2000, the Equity Office had referred four cases which did not fall under ubc’s Policy on Discrimination and Harassment to other Uni-

derversity departments or outside agencies: judged 24 of these cases to be

resolved, and was continuing to monitor two ongoing cases.

The Equity Office or the complainant notified the Administrative

Head of Unit in 25 of the 33 cases; as a result, the Administrative Head

worked with the Equity Office in the resolution of the majority of these complaints. To achieve resolution, Equity Advisors and Administrative

Heads engaged in one or more of the following informal procedures:

- referral of complainant to Victim Services, Women Against

Violence Against Women, the BCMP, or Vancouver Police

- provision of accommodation for a student with a disability

- advice and recommendations to enhance safety for a complainant

who was being stalked

- letter from a complainant to a respondent advising the respondent to

cease all contact with the complainant

- intervention from the Equity Advisor advising a respondent of the

potential consequences of continued harassment

- mediation between a complainant and a respondent

- arranging for a respondent to apologize to a complainant

- termination of a supervisory relationship where a student was harass-

ing a professor

- education and training in bias-free interviewing techniques for all

members of a selection committee

- education and training in anti-racism for managers and staff in a unit in

which there were allegations of racism

In 29 of these 33 cases, the Equity Office or the Administrative Head

informed respondents of the allegations against them. In the remaining

four cases, the respondent was not contacted. In one case, the complain-
ant decided to pursue a grievance through the union; in another case, the

complainant decided to take the allegations through the criminal justice

system; in two cases, complainants decided to withdraw their complaints.

Members of the President’s Advisory Committees on Discrimination & Harassment, and Equity

Martin Adamson Faculty Association

Joost Blom Law

Lisa Castle Human Resources

Jim Gaskell Curriculum Studies

David Green Economics

Jim Horn Human Resources

Madelleine MacVor First Nations House of Learning

Paul Marantz Faculty Association

Janet Mee Disability Resource Centre

Robert Nugent International Union of Operating Engineers

Dennis Pavlish President’s Office

Elizabeth Pennington Graduate Student Society

Moura Quaile Agricultural Sciences

Margaret Sarkissian Equity Office

Richard Spencer Student Services

Begum Verjee Association of Administrative and Professional Staff

Equity Office Staff Profiles

Associate Vice President, Equity

Sharon K. Kahn, PhD, has been a professor of Counselling Psychology in ubc’s Faculty of Education since 1975. Through her teaching, research, and

publications, Dr. Kahn addresses the interests of scholars and practition-

ers in counselling theory and practice, gender-fair issues, women's career
development, and employment-related concerns. In 1989, as ubc’s first

Director of Employment Equity, Dr. Kahn inaugurated an on-going pro-

gram based on policy and data analysis. In 1994, she was appointed

Associate Vice President, Equity, and charged with directing ubc initia-
tives in employment and educational equity, and prevention of
discrimination and harassment.

Senior Equity Advisor

Margaret Sabeeljunis, MA, is a ubc graduate with a degree in Counsel-

ling Psychology. She was a counsellor and administrator on campus for

many years before joining the Equity Office as a full-time Equity Advisor.

As Senior Equity Advisor, she develops and implements strategies and

educational programs that support the University’s Employment Equity

Policy. In addition, she assists in the implementation of the University’s

Policy on Discrimination and Harassment by facilitating educational

workshops and supervising case management of discrimination and har-

assment complaints.

Equity Advisor

Natalie Aruliah, MEd, is a ubc graduate with degrees in Psychology

and Counselling Psychology. She worked as a Counsellor and Advisor at

ubc before leaving Canada for the uk, where she worked in universities

and as an independent consultant and trainer in Equal Opportunities.

When she returned to ubc in 1999, she assisted the David Lam Chair in

Multicultural Education and worked with the Intercultural Studies certifi-

cate through Continuing Education. In September 2000, Ms. Aruliah

joined the Equity Office, where she manages complaints, delivers training,

and coordinates the activities of the Committee for an Inclusive Campus

Community.

Mauro da Cruz, MA, is a part-time Equity Advisor who works with stu-

dents, faculty, and staff to promote and coordinate Equity Office training

and educational programs. Ms. da Cruz conducts awareness and skill-

building workshops on ubc’s Policy on Discrimination and Harassment,

and manages complaints under the Policy’s informal resolution process.

Ms. da Cruz also works as Training Administrator in the Department of

Human Resources. In this capacity, she works with the University commu-

nity, program committees, and consultants to plan, develop, implement,

and evaluate training programs for staff.

Annie-Marie Long, MA, joined the Equity Office at ubc as an Equity

Advisor in July 2000. With degrees in Psychology and Women’s Studies,

Ms. Long was involved in equity and social justice issues at Queen’s,

Dalhousie, and Mount Saint Vincent universities. Most recently, she

worked for the Sexual Harassment Office at Dalhousie University, where

she was responsible for implementing its sexual harassment policy and

procedures. At ubc, she works with students, staff, and faculty to help re-

solve complaints of discrimination and harassment, facilitates
educational sessions, and helps create educational materials and equity initiatives.

Administrator

Poh Peng Wong has a background in commerce from the London Chamber of Commerce and Industry. Widely experienced in office and organizational systems, Ms. Wong has been at UBC since May 1989. Presently, she oversees the employment equity census, as well as office administration and budget, and assists the Associate Vice President, Equity.

Administrative Secretary

At UBC since 1998, Chris McKay has worked in various departments as a Limited Time Only temporary employee and most recently as Administrative Secretary in the Board of Governors Office. In her current position, she performs reception duties for the Office and provides secretarial and clerical support to the Equity Advisors.

To make an appointment with an Equity Advisor, please contact the Equity Office, in Room 2306, Brock Hall, or call (604) 822-6353. The Equity Office Web site address is www.equity.ubc.ca.